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ABSTRACT

This report records the assessment and institutional research activities at Coconino Community College during the 1998-1999 academic year. These activities are part of an effort to evaluate institutional effectiveness with respect to college mission, programs, and instruction. It focuses on past and present assessment activities and future goals, and provides information on student enrollment, characteristics, and services. Sections are as follows: (1) purpose of the report; (2) executive summary; (3) assessment and institutional effectiveness model, including discussion of college mission, strategic plan, and assessment goals; (4) assessment plan and timelines; and (5) implementation and outcomes, describing the principal committee for institutional effectiveness (PIE) and discussing indicators, pilot projects, general education, and the retention study. Appendices include an IE model, PIE forms, retention study data from fall and spring 1998, and 1998-1999 year-end reports. Contains a glossary of terms, 26 tables, and 3 figures. (RDG)

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COCONINO COMMUNITY COLLEGE

Assessment Program

[illegible]

Report

1998-1999

JC000255

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Coconino Community College

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1998-1999

Assessment Plan

And Institutional Effectiveness

Progress Report

Prepared by Barbara Eickmeyer, Stephen Hill, and Kathryn Kozak
Principal Committee for Institutional Effectiveness

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Purpose of the Report

PURPOSE OF REPORT

The process of assessment of institutional effectiveness at Coconino Community College (CCC) has evolved over the past five years from an initial plan for assessment of student academic achievement to an institution-wide commitment to evaluating overall institutional effectiveness at the mission, program, and classroom levels. During the past year, the College has made steady progress towards meeting its most pressing assessment goals while integrating them into its latest strategic plan. As a result, the goals of assessment at CCC are more clear and attainable than before.

It is our goal in this *Assessment Plan and 1998-99 Program Progress Report* to record the assessment and institutional activities that have taken place during the 1998-99 academic year. The Principal Committee for Institutional Effectiveness (PIE) determined that this method of documentation will serve to help in decision making and planning. For the sake of consistency, we have included portions of the 1997-98 *Assessment Program Progress Report*. A new addition to the report this year is the assessment plan for 1999- 2000.

Portions of this report have been contributed by individuals or committees whose work contributed indirectly to assessment of institutional effectiveness, such as the environmental scan and the strategic plan.

This report contains details about the following:

- Assessment and Institutional Effectiveness Models
- Assessment Timelines, changes and updates
- Plan for Assessment for 1999-2000
- Assessment Accomplishments during 1998-99
- Assessment Opportunities for Improvement.

This report also includes implementation and outcomes information for the following areas:

- Mission Level Indicators
- Program Level Review
- General Education
- Classroom Level Assessment
- Retention
- Surveys
- Accomplishments of Other CCC Committees.

The report concludes with Improvement Areas and a Report Summary. Appendices include additional material about Assessment Terms, Retention Study, Survey Results, and the CCC 1998-99 Year-End Reports. Please contact the office for Institutional Research for copies of this document or for further information.

Executive Summary

ASSESSMENT CHARGE

Coconino Community College (CCC) is a relatively young institution founded in 1991 in the second largest county in the United States. It gained candidacy for accreditation in 1993 and was accredited by the North Central Association of Colleges and Schools (NCA) in 1995. The College recognizes and has been committed to its responsibility for assessing student academic achievement and demonstrating institutional effectiveness to its beneficiaries and constituents since offering its first courses in 1991. Efforts toward identifying assessment methods and implementing a timeline have been in process since 1994, when the Vice President for Educational Services charged faculty and staff to develop the *CCC Assessment Plan.* In summary of its assessment efforts, CCC has made steady progress towards a well-designed and realistic assessment plan that encompasses overall evaluation of institutional effectiveness, recognizing its importance in meeting the educational needs of today's student.

The Principal Committee for Institutional Effectiveness is dedicated to encouraging assessment activities at the College. To that end, the Assessment Plan and Institutional Effectiveness Progress report is produced each year. In this year's document are descriptions of the next phases of the campus-wide institutional effectiveness model and assessment activities performed in the past and those planned for the 1999-2000 academic year. In addition, implementation and outcomes of assessment activities are discussed along with strategic planning efforts, goals for the Principal Committee for Institutional Effectiveness, and accomplishments of various College committees.

1998-1999 ASSESSMENT ACCOMPLISHMENTS

- The third annual *Assessment Program Progress Report* was prepared as an archival record for assessment activities at the College.

- The *1998-99 Assessment Program Progress Report* was submitted to the Educational Resources Information Center (ERIC) Documents Clearinghouse for Community Colleges.

- As part of Phase I of a campus-wide institutional effectiveness model, purpose statements were written for every department and educational area.

- Retention studies for Spring and Fall 1998 were continued by faculty.

- The Textbook Readability pilot project was completed.

- PIE sponsored two faculty members to attend the NCA annual meeting in April, and five staff personnel to the ACT Institutional Effectiveness Conference in May, 1999.

ASSESSMENT PUBLICATIONS

In 1994, a group of faculty and staff, called the Assessment of Student Academic Achievement (ASAA) project team, prepared the *CCC Assessment Plan*. This document was published and distributed in July 1995 as part of CCC's self-study.

The *1995-1996 Assessment Program Progress Report* was prepared in fall 1996, documenting the goals, accomplishments and intentions of CCC's assessment and institutional effectiveness efforts. As a result of the positive experience in creating that report, the co-chairs for PIE determined that publishing an annual progress report of assessment activities at CCC would be beneficial to the College's assessment program.

The *1996-1997 Assessment Program Progress Report* was published and distributed in fall 1997 by the committee. The *Assessment of General Education Curriculum 1997* was also published and distributed. The Director of Institutional Research made a presentation on assessment activities at CCC to the Governing Board in the spring semester of 1998. The *1997-1998 Assessment Program Progress Report* was published and distributed in Fall 1998 by the committee. The reports have been useful tools for documenting college assessment activities.

ERIC DOCUMENT

The College has submitted its assessment documents to the ERIC Clearinghouse for Community Colleges since 1997.

The following documents are available at the ERIC website http://www.gseis.ucla.edu/ERIC/eric.html.

ED 402 984	*1995-1996 Assessment Program Progress Report*
ED 414 979	*1996-1997 Assessment Program Progress Report*
ED 414 978	*Assessment of General Education Curriculum 1997*
ED 429627	*1997-1998 Assessment Program Progress Report*

PRESENTATIONS

In May 1996, the co-chairs of PIE and the Division Chair for the Occupational/Vocational area made an assessment presentation at the annual conference for the National Institute for Staff and Organizational Development (NISOD) in Austin, Texas. Their presentation ***Run with the PIE: Assessment in 0-60,*** included information on faculty involvement, leadership and implementation and received recognition by attendees as one of the "most informative presentations on what to expect in starting up an assessment program."

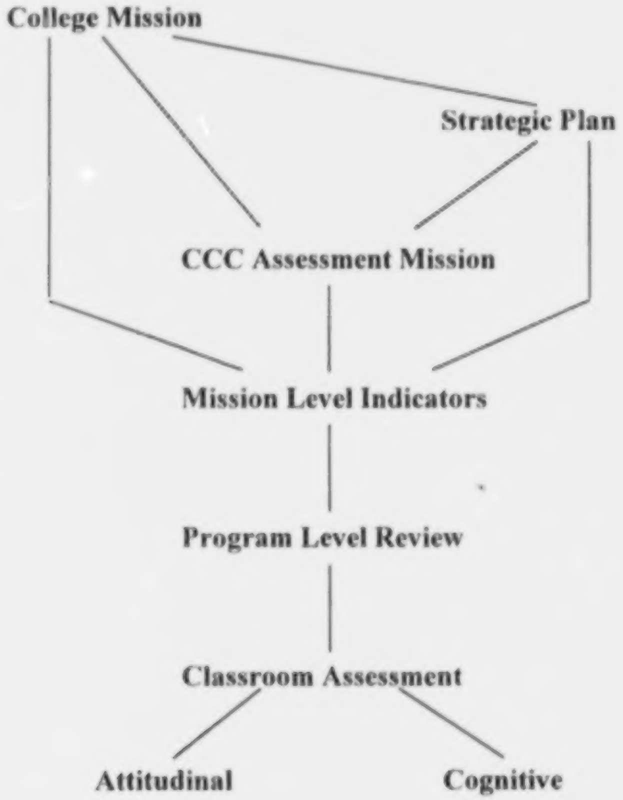
CCC Assessment Model

ASSESSMENT AT CCC

CCC believes that institutional effectiveness and assessment of student academic achievement are linked. The foundation for all assessment practices at Coconino Community College is the District Governing Board Assessment Policy:

> Coconino Community College will assess student academic achievement and institutional effectiveness to enhance student success and continuously improve instruction, support services, and administrative functions. A variety of data gathered through diverse methods will be used to make resource allocation, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality. *(CCC Policy #620, adopted September 15, 1995)*

The following flow chart illustrates the assessment process at CCC:


College Mission
Strategic Plan
CCC Assessment Mission
Mission Level Indicators
Program Level Review
Classroom Assessment
Attitudinal
Cognitive

Coconino Community College recognizes that assessment starts with the institution's Mission, and must be tied to its Strategic Plan. Assessment occurs at different levels throughout the institution: at the mission level, at the program level, and at the classroom level:

- **Mission** - Assessment activities that measure institutional success in meeting the goals of the College as stated in the Mission Statement (see following page). Examples include evaluation of the Strategic Plan, performance evaluations of administrators and the governing board, and attitudinal surveys of our community constituents.

- **Programs** - Assessment of CCC programs addressing, on a division and department level, goals that are comprehensive but clearly defined. As these goals change, the type of assessment tools must also change. Examples include program review, evaluation of degrees and certificates, and evaluation of internal and external services provided to students and staff.

- **Courses** - Assessment in the classroom where instructors clearly state course goals and measure the outcome of those goals. In addition, course assessment evaluates the effectiveness and relevance of courses by continuing to measure student goals, program and degree requirements, and student demand for courses.

INSTITUTIONAL EFFECTIVENESS MODEL

During the 1998-99 academic year, PIE developed a model for assessing institutional effectiveness. The model was discussed at the February 18, 1999, PIE meeting. The following model illustrates the institutional effectiveness process at CCC:

The institutional effectiveness model consists of four phases. The first phase is establishing the purpose of the functional unit (department, program area, division, etc.). Next, the unit is to map out its goals and then lay in the tactics to accomplish these goals. In the third phase, the unit is to evaluate its accomplishments of these goals and then in phase four the unit is to document what was learned and how the institution can use this information to improve its services.

Phase one in the above process was accomplished in late spring 1999 (see page 13). The remaining phases have been absorbed into the College's strategic planning process. The unit goals listed above are now referred to as objectives. The goals and objectives will be solidified and tactics to accomplish them mapped out by late fall 1999 for implementation and evaluation during the following strategic planning cycle. This strategic plan will then drive the College's budgeting process.

COLLEGE MISSION

The following philosophy and mission statement for Coconino Community College was adopted by the District Governing Board on April 13, 1995:

> Coconino Community College is a multi-campus public institution of higher education serving primarily the residents of Coconino County. College faculty and staff aspire to challenge students academically, encourage pride in self and heritage, and promote an appreciation for other cultures. The College is dedicated to the ideals of life-long learning by addressing the whole person through its commitment to those who seek to improve their skills, enrich their lives, and enhance their futures. The faculty and staff strive to advance the democratic ideals of equal opportunity for success, individual worth, and informed responsible citizenship.
>
> **The mission of Coconino Community College is to promote student success through comprehensive learning opportunities for its community.**
>
> The College is fiscally accountable for its educational programs and support services. As a degree-granting institution, the College assesses its programs, services, and student academic achievement for the purpose of continuous improvement and to guide strategic planning and decision-making. To accomplish its mission, the College provides access to educational opportunities for a diverse student population. The College promotes cultural, intellectual, physical and social development, technical competence, and serves as a resource for community development. As a member of the Arizona State Community College System, Coconino Community College accepts the mandate to offer the following:
>
> - Transfer Education
> - Occupational Education
> - General Education
> - Continuing Education
> - Developmental Education
> - Student Services
> - Cultural and Community Service

The mandate is incorporated into the College's Strategic Plan.

ASSESSMENT GOALS and MISSION

The PIE Committee researched CCC's Mission Statement and Strategic Plan to determine the goals for assessment at this College. A small task force was formed to recommend specific reasons for assessment at CCC. The task force identified four general areas for assessment:

To improve instruction;
To improve support services;
To improve administrative functions; and
To improve cultural and community service.

The PIE Committee wrote the following statement of purpose reflecting support of the College Mission Statement:

> "***The assessment process aims to measure and improve the effectiveness of CCC in meeting its mission.***"

The glossary contains assessment terms defined by CCC.

Purpose Statements

During the 1998-99 academic year PIE began Phase I of its Institutional Effectiveness (IE) model. In an effort to encourage assessment at every level and within each department, PIE asked that all departments of the college write purpose statements about their role at the college. The response was favorable and positive.

The purpose statements that were collected and reviewed by PIE are listed below.

Educational Services Purpose Statements

Administration of Justice Program: The purpose of the Administration of Justice Program is to prepare students to enter either an institution of higher learning with a transfer degree or to enter the Criminal Justice profession, and/or enhance their professional development in that field. This discipline provides students with specific knowledge and skills, which can be used to enter a wide range of law enforcement and corrections vocations or enter a university for further education in this area.

Allied Health Sciences Program: Through collaboration with student/consumers, employers, and regional high schools, the Allied Health Sciences Program seeks to address consumer and employer needs for enrichment, continuing education, and workforce-based skills training in an array of health-focused fields.

Business Program: The purpose of the curriculum in Business and business-related fields is to provide students with opportunities to improve their computational, analytical, and critical thinking skills, and to apply those skills to arrive at sound business decisions.

CIS/OIS Program: The purpose of the CIS/OIS program is to promote computer literacy, to encourage the use of current information technologies, and to provide students with educational opportunities to enhance their employability in the technological workplace.

Emergency Medical Service Program: The purpose of the Emergency Medical Curriculum is to prepare the students for a career in emergency medicine. By completion of the basic or advanced life support classes, the students are prepared for the EMT, IEMT, or paramedic Arizona State certification examinations.

English Program: The purpose of the English curriculum is to provide students with opportunities to improve critical thinking, reading, and writing skills necessary for success in their professional and personal lives. English classes prepare students for continued success across the curriculum, provide them with cultural enrichment, and help produce and maintain a literate culture.

Fine Arts Program: The Fine Arts Program is designed for students planning to transfer to a 4-year college or university as well as community members interested in pursuing their own creative journey. The Fine Arts Program gives students strong foundation level skills, including composition and the history of art, music, and theater. Students are encouraged to participate in performance and exhibit opportunities that showcase their work for the community.

Fire Science Program: The purpose of the Fire Science Curriculum is to provide students with a basic understanding and introduction of the fire service that includes suppression, prevention, administration, and special operations. Fire science classes help prepare both the volunteer and professional fire fighter for a successful career.

Industrial Technology Construction Program: The purpose of the Industrial Technology Construction area is to facilitate the needs of both degree and certificate seeking students as well as those individuals wanting to upgrade their skills for both personal enrichment and employment needs.

Languages Program: The purpose of the Languages Program is to equip students with the necessary foreign language skills to meet or exceed course outcomes standards through excellent teaching that supports the student's goals.

Liberal Studies Program: The purpose of liberal studies courses is to enrich our students' personal and professional lives. These courses develop cultural awareness and sensitivity, and promote active, informed, and responsible citizenship.

Math Program: The Purpose of the Math Program is to offer developmental mathematics courses designed to improve basic math skills, as well as transfer courses ranging from College Algebra through Differential Equations. In addition, we offer contract-training courses designed to meet the needs of business and industry throughout Coconino County.

Science Program: The purpose of the Science curriculum is to provide students with opportunities to improve critical thinking, to develop analytical skills, to acquire technical reading and writing abilities, and to become proficient in understanding fundamental scientific concepts.

Social and Behavioral Sciences Program: The purpose of Social and Behavioral Sciences Program is to help students gain a broad, yet comprehensive, background in the social and behavioral sciences, paying particular attention to such basic skills as writing, communication, data analysis, and critical thinking.

Institutional Research: The purpose of the Institutional Research office is to support institutional decision making, planning, and effectiveness through the conversion of data into information to effect improvement.

Grants: The purpose of the Grants office is to increase College funding through new and continuing grants and aid resources.

Student Services Purpose Statements

Student Services at Coconino Community College creates, promotes, and enhances a learning-centered environment. With integrity in work and dignity extended to all peoples, Student Services strives for excellence. The purpose of Student Services is to facilitate access to the College and support students' attainment of educational goals through effective use of technology, human and financial resources and community collaboration.

Financial Aid Services: Financial Aid Services is committed to providing consistent and equitable financial aid opportunities in support of student success.

Student Development Program: In collaboration with faculty and community, Student Development supports and educates learners (students), toward the attainment of their educational, personal, and career goals.

Recruitment and Admissions Program: The purpose of the Recruitment and Admissions Program is to facilitate recruitment activities that inform the diverse community of the many quality educational opportunities and provide effective services for admitting students.

Registration and Records: The purpose of the Registration and Records Office is to provide opportunities for registration by informing the community of course offerings and availability and to maintain accurate academic records that support the student's educational goals.

Learning Enhancement Services: Learning Enhancement Services provides access and support services that complement and enhance educational opportunities at Coconino Community College.

Disability Resources: Disability Resources assists qualified students with equal access to CCC instruction and sponsored activities. This assistance, determined by individual need, fosters independence and inclusion.

Information Resources: The Information Resources Center provides CCC students, faculty, and staff access to and support in learning to use relevant and timely academic resources.

Learning Enhancement Center: The Learning Enhancement Center, whose primary goal is to help students learn how to learn, provides academic support in multiple disciplines including but not limited to college study skills, math, communication skills, science, modern languages, and business.

Administrative Support Purpose Statements

Administrative Support: The purpose of Administrative Support is to provide leadership, direction and guidance to the below listed departments in support of the College mission. Administrative Support also oversees the general administrative functions of the District (such as insurance matters and legal issues).

Accounting & Budget: The purpose of Accounting and Budget is to provide operational and fiscal support for all disciplines and departments of the College District. The areas of support include accounts payable, accounts receivable, grants accounting, payroll and plant assets. The Accounting and Budget department is additionally responsible for long term fiscal planning, the District's annual budget implementation and proper accounting of revenues, expenditures, and financial statement presentations.

Auxiliary Services: The purpose of Auxiliary Services is to create and maintain a customer-oriented effort. Auxiliary Services' primary goals and objectives are to provide support services which compliment the College mission. Auxiliary Services shall provide duplicating, mailing, bookstore and other ancillary needs of the College.

Facilities Management: The purpose of Facilities Management is to provide physical plant maintenance and operational support for all facilities District-wide. The areas of support include facilities and grounds, custodial services, shipping and receiving, and security issues. Facilities Management ensures that College facilities are operated as efficiently, economically and safely as possible. Facilities Management oversees all new construction and remodeling projects to ensure facilities are in compliance with all city, state, and federal regulations.

Human Resources: The purpose of Human Resources is to establish policies and procedures in an effort to deliver fairness, equity and consistency to all employees with regard to employment, recruitment, affirmative action, compensation, benefits, employee relations, training and development issues. Human Resources also oversees reception duties for the College.

Information Technology: The primary purpose of Information Technology is to provide support for accepted technologies throughout the District in support of CCC's mission. The Information Technology department supports an integrated administrative software package, as well as teaching and learning systems. This technological support is provided at the desktop, hardware, network and application levels.

Purchasing: Purchasing is responsible for all of the District's procurement functions. The primary goal and objective of purchasing is the acquisition of goods and services that meet the needs and support the mission of the College. Purchasing ensures that goods and services shall be acquired within statutory, regulatory and procedural guidelines, acquired in an effective, efficient and timely manner, and at a fair and reasonable cost.

In Phase II of the Institutional Effectiveness process each department writes measurable goals (referred to as objectives in the strategic planning process) that are tied to the purpose statements. In Phase III, data will be collected to evaluate whether the goals (objectives) are being satisfied. In Phase IV each department will use the information gained to review and revise their purpose statements.

Assessment Plan & Timelines

Assessment Plan and Timeline for Activities at CCC

In the past, this portion of the *Progress Report* has been dedicated solely to the reporting of past assessment activities at the college, providing a mapping of "where we've been." The co-chairs for PIE have recognized the need to centralize the college's assessment plan on the same chart (rather than in narrative form throughout the report) so as to provide an easy access map of "where we're going" with respect to assessment of our institutional effectiveness.

We recognize that assessment is an evolving process that requires a collective willingness to change and adjust as needed, and that each year can bring about a change in direction for any assessment plan. It is our hope that these charts will serve as a method for keeping assessment activities on course and recording efforts on a yearly basis, in order to provide constituents with a capstone of how assessment has been done at this college. At the same time, they will serve as a prelude of assessment activities that are planned for the future.

Each chart contains:

- a record of assessment activities that have been completed
- a short description of the activity
- the projected timetable for assessment as well as the most current plan for specific activities.

Categories are divided as follows:

Mission Measures
Enrollment Data
Retention Data
General Education Curriculum Review
General Education Outcomes
Freshmen & Completer Surveys
Classroom Assessment Activities

Placement Exams
Faculty Evaluations
Staff Evaluations
Program Review
Evaluation /Revision of Strategic Plan
Evaluation of Assessment Plan
Assessment Progress Report

Please note that some activities are ongoing and do not require further explanation.

ASSESSMENT TIMELINE – MISSION MEASURES

✓ = completed
X = to be completed

Activity	1995 - 1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Responsible Party	Report of Information
Fall	✓	✓	✓	✓	x	x	x	x	Director for Institutional Research	VP for Educational Services
Spring	✓	✓	✓	✓	x	x	x	x		
Summer	✓	✓	✓	✓	x	x	x	x		
Description	These include transfer data, demographics, population, etc. Data systems have restricted reporting of mission measures on a consistent basis. However, PIE has published a collection of available data in each progress report. The institution is currently expanding its data collection efforts and the availability of data.									
Plan	The College will begin publishing a fact book in Fall 1999 that will map out the trends and patterns of enrollment, retention, demographics, transfer, etc.									

ASSESSMENT TIMELINE – ENROLLMENT DATA

✓ = completed
X = to be completed

Activity	1995 - 1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Responsible Party	Report of Information
Fall	✓	✓	✓	✓	✓	x	x	x	Director for Research	VP for Educational Services
Spring	✓	✓	✓	✓	x	x	x	x		
Summer	✓	✓	✓	✓	x	x	x	x		
Description	The Office for Institutional Research will be tracking enrollment trends at CCC for Strategic Enrollment Management, and decision making. The Registrar's Office has tracked student demographics and enrollment statistics from the College's inception.									
Plan	Data will be reported annually in a report to the President									

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ASSESSMENT TIMELINE – RETENTION DATA

✓ = completed
X = to be completed

Activity	**1995 - 1996**	**1996- 1997**	**1997- 1998**	**1998- 1999**	**1999- 2000**	**2000- 2001**	**2001- 2002**	**2002- 2003**	**Responsible Party**	**Report of Information**
Fall	x	x	✓	✓	x	x	x	x	Division Chairs	VP for Educational Services
Spring	x	✓	✓	✓	x	x	x	x		
Summer	x	x	x	x	x	x	x	x		
Description	Personnel and data systems constraints have affected the consistent collection of retention data. While much of the information is available for research, it has only been in recent semesters that the college has reported retention in a systematic fashion. A pilot project proposed and carried out by a full-time faculty member was determined an effective method for tracking retention at CCC. A five-semester compilation and the most current results of the retention study can be found in Appendix C.									
Plan	Continue to collect data and publish reports. Raise faculty and staff awareness as to use of the reports. Develop methods that may streamline the process. During the fall 1999 semester, faculty will work with the Director for Research to develop a method for making this study a part of ongoing assessment activities at the college.									

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ASSESSMENT TIMELINE – GENERAL EDUCATION CURRICULUM REVIEW

✓ = completed
X = to be completed

Activity	**1995 - 1996**	**1996- 1997**	**1997- 1998**	**1998- 1999**	**1999- 2000**	**2000- 2001**	**2001- 2002**	**2002- 2003**	**Responsible Party**	**Report of Information**
Fall									Faculty	Curriculum Committee and VP for Educational Services
Spring	✓	✓	✓	x	x	x	x	x		
Summer										
Description	As part of the *Assessment of General Education, 1997* project, the course outlines for the general education core curriculum were evaluated and, if necessary, updated to reflect the curriculum committee's standards for outcome statements. Two off-campus work sessions were sponsored by PIE where faculty worked solely on reviewing and updating course outlines. Both work sessions were lauded by faculty as a great opportunity to focus on an extremely important component of curriculum revision and it was recommended that these be held on an annual (or semi-annual) basis.									
Plan	PIE will continue the review process by involving faculty in future work sessions and providing clerical support as needed. A minimum of one work session will be held during the 1999-2000 academic year.									

ASSESSMENT TIMELINE – GENERAL EDUCATION OUTCOMES

✓ = completed
X = to be completed

Activity	1995 - 1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Responsible Party	Report of Information
Fall	✓	✓	✓	✓	✓	x	x	x	PIE & Faculty	VP for Educational Services and Faculty
Spring	✓	✓	✓	✓	x	x	x	x		
Summer	✓	✓	✓	✓	x	x	x	x		
Description	A concerted effort to assess student outcomes in CCC's general education core curriculum began in 1996. The study was published in the *Assessment of General Education Curriculum, 1997* report, which included suggestions for further study. Faculty have considered different methods for evaluating student outcomes, including standardized tests and faculty surveys. Changes and lack of personnel have limited the progress of this monumental task, although faculty have agreed that it is of utmost importance.									
Plan	During the fall 1999 semester, full time and associate faculty will participate in a project for assessing student outcomes using course outlines as measurement tools. Results will be reported in the Spring 2000 semester.									

ASSESSMENT TIMELINE – FRESHMEN & COMPLETER SURVEYS

✓ = completed
X = to be completed

Activity	**1995 - 1996**	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**	**2000-2001**	**2001-2002**	**2002-2003**	**Responsible Party**	**Report of Information**
Fall		✓		[1]					PIE and Faculty	VP for Educational Services
Spring			✓							
Summer										

Description	The College participated in both the Freshmen Survey and the Completer Survey (UCLA Higher Education Research) as a pilot for attitudinal data from our students. It was determined that the Freshmen survey was not the best tool for measuring the opinions of our new students because CCC's students are not "traditional" freshmen (for which the tool was designed). The completer survey received numerous complaints from our graduating students who reported that the survey was intended more for graduates of a four-year university rather than a community college. PIE recommended that the College pursue the task in a more localized fashion.
Plan	Continue to search for a method of assessing student's attitudes as well as academic achievement.

---

[1] The College withdrew from this study due to student dissatisfaction with the instrument and for financial reasons.

ASSESSMENT TIMELINE – CLASSROOM ASSESSMENT ACTIVITIES

✓ = completed
X = to be completed

Activity	1995 - 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	Responsible Party	Report of Information
Fall	✓	✓	✓	✓	X	X	X	X	Faculty	Faculty
Spring	✓	✓	✓	✓	X	X	X	X		
Summer	✓	✓	✓	✓	X	X	X	X		
Description	In 1995, PIE sponsored training workshops for faculty, purchased literature for use in classroom assessment and made it available to the faculty, published *"Tools, Techniques & Strategies for Assessing Student Success in the Classroom."* Faculty are encouraged regularly to practice classroom assessment.									
Plan	Continue to raise faculty awareness for assessment activities and constant feedback in the classroom. Publish and distribute the second edition of *"Tools, Techniques & Strategies for Assessing Student Success in the Classroom"* during the 1999-2000 academic year.									

ASSESSMENT TIMELINE – PLACEMENT EXAMS

✓ = completed
X = to be completed

Activity	1995 - 1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Responsible Party	Report of Information
Fall	✓	✓	✓	✓	✓	X	X	X	Placement Coordinator	VP for Educational Services
Spring	✓	✓	✓	✓	X	X	X	X		
Summer	✓	✓	✓	✓	X	X	X	X		
Description	While CCC does not identify placement exams as a reliable assessment tool, they are utilized for initial placement of a considerable number of students into various courses at the college that are either pre-requisites for general education courses, or occupational requirements for certification. At this time, the college uses the results of placement tests for advising purposes and recommending placement of students into classes. It is assumed that consequently, most students successfully complete the course as a result of an accurate placement; however, this has yet to be assessed at CCC.									
Plan	Should the college decide to use placement exam scores as one of several means for evaluating student academic achievement, placement data is being stored by the coordinator for future use.									

ASSESSMENT TIMELINE – FACULTY EVALUATIONS

✓ = completed
X = to be completed

Activity	1995-1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Responsible Party	Report of Information
Fall	✓	✓	✓	✓	✓	x	x	x	VP for Educational Services	VP for Educational Services and Faculty
Spring	✓	✓	✓	✓	x	x	x	x		
Summer	✓	✓	✓	✓	x	x	x	x		
Description	During the 1998-99 academic year, the faculty evaluation system was re-evaluated for effectiveness and fairness. A consultant was brought in to provide direction and recommendations for improvement of the current system. A small committee was formed to circulate proposals and collect feedback from faculty regarding full-time and associate faculty evaluation.									
Plan	Continue to collect feedback from faculty and have new system in place by end of fall semester, 1999.									

ASSESSMENT TIMELINE – STAFF EVALUATIONS

✓ = completed
X = to be completed

Activity	**1995 - 1996**	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**	**2000-2001**	**2001-2002**	**2002-2003**	**Responsible Party**	**Report of Information**
Fall									Human Resources	President
Spring	✓	✓	✓	✓	X	X	X	X		
Summer										
Description	College policy and procedure requires the ongoing review and evaluation of staff (Policy number 443.5)									
Plan	Develop a reporting method for use in determining how evaluations contribute to improving institutional effectiveness.									

ASSESSMENT TIMELINE – PROGRAM REVIEW

✓ = completed
X = to be completed

Activity	**1995 - 1996**	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**	**2000-2001**	**2001-2002**	**2002-2003**	**Responsible Party**	**Report of Information**
Fall				✓					Faculty & Staff	Curriculum Committee and VP for Educational Services
Spring	✓	✓			X		X			
Summer										
Description	In 1996 the college defined a program as "an organized sequence or grouping of courses leading to a defined objective such as a certificate, degree, license, transfer to another institution, job, career, or acquisition of selected knowledge or skills" (*CCC Program Review).* Under the current Program Review document, each program area is supposed to be reviewed every three years. However, lack of data and environmental feedback has impinged on the timely completion of the process. In the fall of 1998, the Director for Research was asked to collaborate with the academic and occupational areas to complete as much of the program review process as possible.									
Plan	Complete program review of all academic and occupational programs by 2000.									

ASSESSMENT TIMELINE – EVALUATION /REVISION OF STRATEGIC PLAN

✓ = completed
X = to be completed

Activity	**1995 - 1996**	**1996-1997**	**1997-1998**	**1998-1999**	**1999-2000**	**2000-2001**	**2001-2002**	**2002-2003**	**Responsible Party**	**Report of Information**
Fall	✓				✓	X	X	X	Director for Research	President and VP for Educational Services
Spring	✓	✓	X	✓						
Summer										
Description	During the 1998-99 academic year, the college embarked on a campus-wide effort to review its current strategic plan and consider possible changes. As a result of retreats and work sessions, the administration determined that the strategic plan should be updated to reflect the current and future direction of the College. The Director for Institutional Research and two full-time faculty (authors of the CCC 1996 Self-Study) collaborated in spearheading the effort to collect information and suggestions regarding strategic goals and tactics for completion.									
Plan	The newest version of the CCC Strategic Plan will be published and distributed by January 2000.									

ASSESSMENT TIMELINE – EVALUATION OF ASSESSMENT PLAN

✓ = completed
X = to be completed

Activity	1995 - 1996	1996-1997	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	Responsible Party	Report of Information
Fall									PIE Co-chairs	President and VP for Educational Services
Spring	✓	✓	✓	✓	X	X	X	X		
Summer										
Description	Each year the Principal Committee for Institutional Effectiveness should perform an evaluation of its assessment plan to see that it is adequate to the task of the assessment charge at CCC.									
Plan	Continue to assess completion and effectiveness of assessment activities on an annual basis.									

ASSESSMENT TIMELINE – ASSESSMENT PROGRESS REPORT

✓ = completed
X = to be completed

Activity	1995 - 1996	1996- 1997	1997- 1998	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	Responsible Party	Report of Information
Fall									PIE Co-chairs	President and VP for Educational Services
Spring	✓	✓	✓	X	X	X	X	X		
Summer										
Description	The Assessment Plan progress report was a document that was first required by an NCA evaluation team that visited the college in Fall of 1995. The team requested a progress report to be sent in the following year. As a result of the positive experience in collecting the data and creating a warehouse for assessment information at the same time, the co-chairs of PIE determined that an annual progress report of assessment activities would be useful for documentation purposes.									
Plan	Continue to publish the assessment plan and progress report on an annual basis, making recommendations for improvement.									

Implementation and Outcomes

PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

The Principal Committee for Institutional Effectiveness (PIE) provides oversight of assessment at CCC. It maintains a vital role in the design and implementation of CCC's efforts to assess institutional effectiveness and student academic achievement and communicates with faculty and staff regarding the progress and results of assessment activities. The overall focus of assessment is to provide recommendations for improvement of the institution in every area.

The PIE Committee fosters a collaborative relationship between staff and faculty regarding assessment. Faculty members of the PIE Committee are vital in contributing ideas and direction for assessment activities, while staff representatives from various areas offer perspective and advice. Committee membership includes representatives from all areas of the College, and in 1998-99 was comprised of:

- Three full-time faculty representing the two divisions (Arts and Science and Occupational, Professional & Technology). One of these full-time faculty served in the capacity of Co-Chair.
- The Director for Institutional Research (Co-Chair).
- A representative from Student Services.
- A representative from Financial Aid Services.
- A representative from the Learning Enhancement Center.
- A representative from Administrative Support.
- A representative from Informational Technology Department.
- A full-time faculty representative from the CCC Page Educational Center (participating via conference phone calls).
- An associate faculty representative.
- A student worker, employed by PIE as a secretary, who contributed perspective.
- The Vice President for Educational Services (ex-officio).
- The Vice President for Administrative Support (ex-officio).

During the 1998-99 academic year, PIE was co-chaired by the Director of Institutional Research and a full-time faculty member. The committee met approximately twice a month.

More changes in membership affected the committee at the beginning of the fall 1998 semester, creating yet another gap in the process of overseeing assessment activities at the college. However, one important discovery was made regarding the size and overall purpose of the committee. It seems that the perception of personnel at the college is that assessment and evaluation of institutional effectiveness is "the job" of PIE, and there were no "grass roots" assessment projects initiated during this academic year.

CHRONOLOGY FOR 1998-1999 ACADEMIC YEAR

29 Sept 1998	First PIE meeting of the 98-99 academic year. Kate Kozak, full-time math instructor accepted the nomination for co-chair of the committee. Members discussed the current status of the committee and goals for the year, stressing faculty involvement and increased membership.
22 Oct 1998	PIE meeting. Members discussed survey procedures and the importance of continuing forward with goals that were established previously by the committee to obtain purpose statements from department areas.
Nov 1998	PIE meeting canceled.
10 Dec 1998	PIE meeting. The co-chairs reported to the committee that they had met with the Vice President for Educational Services and the Vice President for Administrative Services and had presented the IE model developed by PIE. The model was accepted and the co-chairs suggested the implementation get under way in January. Members also discussed goal teams for the Strategic Plan and PIE's relationship to institutional effectiveness needs throughout the college district. A Travel Funds Request form and a brochure for advertising availability of pilot project funds were discussed.
Jan 1999	Publication was completed on the *Assessment Program Technical Progress Report, 1997-1998*. Copies were distributed to college leadership personnel, faculty and department supervisors.
22 Jan 1999	PIE meeting. Discussion included review of pilot project funding, status and completion, travel funding for various assessment conferences and purpose statements.
4 Feb 1999	PIE meeting. The committee discussed the status of assessment of General Education, the IE model, and the Strategic Planning process. A suggestion was made that PIE continue to sponsor off-campus retreats for the purpose of completing assessment activities (such as general education).
10 Feb 1999	Dr. Steven Spangehl, representing North Central Association (NCA) visited the college to give direction regarding strategic planning and measuring institutional effectiveness.
18 Feb 1999	PIE meeting. The Institutional Effectiveness (IE) model and pilot project status were the primary items on the agenda.

4 Mar 1999 PIE meeting. The committee reviewed all departmental purpose statements received to date. Intent to survey applications were discussed.

18 Mar 1999 PIE meeting. The committee agreed to work on a Human Subjects Research Policy. Plans were discussed for a second publication of the *Tools, Techniques, & Strategies for Assessing Student Success in the Classroom* in the fall of 1999.

Opportunities for Improvement

It is possible that such a large committee is actually ineffective and that smaller, more specific committees should be formed to keep assessment and evaluation of institutional effectiveness at its best. The Principal Committee for Institutional Effectiveness should remain as the body that keeps the momentum of assessment at the college moving forward.

Unfortunately, due to leadership changes at the College, assessment has not been top priority. The PIE Committee recognizes that the College needs to increase its commitment to assessment of student academic achievement, which should be the responsibility of the faculty and office of instruction. Faculty have been consistently involved in assessment projects, such as retention, general education and textbook readability since PIE was established. These efforts should continue to focus on student academic achievement.

Evaluation of institutional effectiveness should be the responsibility of Office for Institutional Research, in collaboration all departments of the college. These should focus on the overall effectiveness of the college in achieving its mission and strategic plan objectives.

1999-2000 GOALS

- Implement Phases II and III of the campus-wide Institutional Effectiveness model, with goals (objectives) written for each unit. These should be tied to the unit purpose statements and the Strategic Plan.

- Provide guidance to the General Education Assessment Pilot Project.

- Investigate other activities to assess General Education.

- Encourage assessment projects in other educational areas.

PROCEDURES AND FORMS

The District Governing Board adopted the following *Assessment Policy Statement (620)* on September 15, 1995:

> Coconino Community College will assess student academic achievement and institutional effectiveness to enhance student success and continuously improve instruction, support services, and administrative functions. A variety of data gathered through diverse methods will be used to make resource allocations, administrative, support and educational process and outcome decisions. The process of data collection and analysis will adhere to ethical standards and confidentiality.

The committee has incorporated other procedures into the assessment practices at CCC. These include pilot project proposals and results, intent to survey and travel allocation (as related to PIE).

Corresponding forms for the following procedures are available in Appendix B.

Pilot Project Proposals

The committee encourages all staff and faculty to submit pilot project proposals for activities in assessment or evaluation of institutional effectiveness. It is possible that a pilot project will become a standard assessment activity at CCC upon completion of the experimental period. PIE has funding available for pilot projects, upon approval by the committee.

Pilot Project Results

Upon completion of pilot projects, the committee requires a report of the results in order to help the committee in decision making regarding the project.

Human Subjects

The college is in the process of developing a Human Subjects policy. Until it has officially established the College's parameters on human subjects, the College will abide by the statement regarding ethical standards and confidentiality in its *Assessment Policy Statement (620)*.

Intent to Survey

On February 5, 1997, the College Leadership Team (CLT) approved the *Survey Procedure (620.1)* in an effort to continue to monitor institutional effectiveness more efficiently. The goal is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial. The survey procedures are designed to monitor institutional effectiveness at the mission and program levels; **they do NOT include classroom assessment.**

Any College department, subsidiary or associated party who wishes to conduct a survey on behalf of CCC must first complete and submit its intent to the PIE committee for review and coordination. This "intent to survey" should identify:

1. Purpose of the survey (i.e. information to be gained)
2. Timeline of the survey (i.e. when the survey will be conducted)
3. The population and sample to be surveyed
4. Methodology of processing, analyzing, and reporting responses (including expected date of completion)
5. Audience to receive the reported results
6. Method for feedback and improvement (i.e. how recommendations will be implemented)
7. A sample of the survey.

The Director for Institutional Research and/or PIE will review the "intent to survey" and provide feedback to the initiator. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinated inquiry efforts, and will be a resource for developing useful survey instruments.

Travel

Funding is available in PIE for assessment related travel. Any CCC employee interested in requesting travel monies from PIE must fill out a travel support form that highlights the trip's contribution to assessment and institutional effectiveness at the College.

MISSION LEVEL ASSESSMENT

This report contains two primary indicators of the college's effectiveness at the mission level. The first is the reporting of data that includes mission level assessment questions of interest, and indicators or measures. The second is the report of the environmental scan performed by CCC during the 1998-99 academic year.

Indicators and Measures

The purpose of assessment at Coconino Community College is to enhance student development opportunities (*CCC Assessment Plan)* by improving teaching and learning and the delivery of services to students. Mission Level assessment addresses the following questions:

Mission measures
  Who are our students?
  Why are they attending?
  Are they achieving their educational goals?
  Are they successful (after they leave)?

And: Is the mission of the college being met?
  Is the institution effective?
  How is the information related to the mission measures above being used to improve assessment of student academic achievement and overall institutional effectiveness?

Coconino Community College has identified the mission level indicators of institutional effectiveness related to access, student profile, student achievement and advancement, transfer education, general education, occupational education, continuing education, developmental education, student services, and community services. Each area described includes the mission area, the assessment question(s) of interest, and indicators or measures. Data collected to date represents initial benchmarks for future comparison and analysis (including review for trends).

Access:

Question:

Are the students attending the institution from the primary service area?

Indicators:

Percent residents of service area
Percent residents of rest of state
Percent residents of rest of nation
Percent international students

Description:

Coconino Community College's primary service area is Coconino County. Since this is a rural area, there is concern about whether CCC students are residents from the County, the rest of the state of Arizona, elsewhere in the United States, or attending as international students. CCC offers classes in Flagstaff, Page, Grand Canyon, Williams, and at Northern Arizona University (NAU). In this and other data analysis, the NAU/CCC students are excluded since they represent a special group of students who are indirectly accessing the College.

Data Collected: Residency of CCC Students (excluding NAU/CCC students):

	Fall 1997		Fall 1998	
Coconino County	2,929	82%	2482	85%
Other Arizona	412	11%	207	7%
Other USA	238	7%	216	7%
Foreign	0	0%	0	0%

Access:

Question:

Are residents from the various communities within the primary service area participating in the institution?

Indicators:

Comparison of County population distribution versus students' cities of residence

Description:

Coconino Community College's primary service area is Coconino County. Since this is a rural area and the main location of CCC classes is Flagstaff (largest city in the County), there is concern about whether CCC students are residents of communities throughout the County.

Data Collected: Residency of Coconino County CCC Students (excluding NAU/CCC students):

	Coconino County 1990 Census Population		**Coconino Community College** Fall 1998 Enrollment	
Flagstaff	45,857	47%	2300	79%
Page	6,598	7%	270	9%
Williams	2,532	3%	58	2%
Grand Canyon	1,499	2%	27	1%
Tuba City	7,323	8%	27	1%
Kaibeto	641	1%	10	<1%
Sedona	2,384	2%	0	0%
Other Coconino County	29,757	31%	56	2%

1990 Census figures from Arizona Department of Economic Security

Access:

Question:

Do the students attending the institution reflect the diversity of the service area?

Indicators:

Compare County demographics versus Student Profile (gender, ethnicity, age)

Description:

Coconino Community College's primary service area is Coconino County. There is concern about whether CCC students reflect the diversity of the County residents and not just particular subsets of the population. It is expected that CCC students may reflect the demographics of Flagstaff more that of the entire County since the main location of CCC classes is Flagstaff and the County is predominantly rural.

Data Collected: Access / Demographics Comparison:

	Coconino County		**Flagstaff City**		**Coconino Community College**	
	1990 Census population 96,591		1990 Census population 45,857		Fall 1998 Enrollment	
	Population	**% Total**	**Population**	**% Total**	**Population**	**% Total**
Gender						
Female	48,477	50%	23,021	50%	1,912	58%
Male	48,114	50%	22,836	50%	1,353	41%
Not Reported					8	<1%
Age						
Under 20	35,131	36%	15,275	33%	929	28%
20-24	10,982	11%	8,126	18%	960	29%
25-29	8,149	8%	4,114	9%	399	12%
30-39	16,398	17%	7,454	16%	462	14%
40-49	11,275	12%	5,325	12%	374	11%
50-59	6,514	7%	2,619	6%	121	4%
60 or over	8,124	8%	2,944	6%	28	1%
Avg. Age	26		25		29	
Ethnicity						
White	57,170	59%	33,368	73%	2,386	73%
Native American	27,661	29%	3,838	8%	490	15%
Hispanic	9,768	10%	7,103	15%	289	9%
Asian	698	1%	523	1%	46	1%
Black	1,180	1%	974	2%	41	1%
Other/Not Reported	114	<1%	51	<1%	21	1%

1990 Census figures from Arizona Department of Economic Security

Access / Student Profile:

Question:

Who are our students?

Indicators:

Educational intent of the students by term

Credit load of the students by term

Description:

Coconino Community College needs to know why students are attending our institution, and the amount of participation by the students.

Data Collected: Majors of CCC Students (excluding NAU/CCC students and counting certificates of completions in the category of certificates):

	Fall 1998
Accounting – AAS	31
Accounting/Accounting Tech – Certif.	20
Administration of Justice - AS	51
Architectural Design Tech – AAS	7
Architectural Drafting - Certif.	15
Business Administration- AA	135
Business Management - AAS	12
Business Technologies - AAS	12
Clerical - Certif.	9
Computer Aided Drafting - Certif.	12
Computer Information Systems - AA	38
Computer Software Tech - AAS	31
Computer Software - Certif.	26
Construction Technology - Certif.	8
Desktop Publication - Certif.	3
Fine Arts - Visual Arts - AA	26
Fire Science - AAS	33
Fire Science - Certif.	6
General Finance - AAS	1
Hospitality Services – Certif.	1
Hotel and Restaurant Mgt. – AA	10
Hotel and Restaurant Mgt. – AAS	5
General Studies - AA	290
General Studies - AGS	4
Legal Secretary - Certif.	10
Marketing Management Fund. - AAS	1
Medical Transcription - Certif.	10
Office Information Systems - AAS	17
Pre-Education - AA	146
Pre-Engineering - AS	52
Pre-Medical Science- AS	33
Pre-Nursing - AS	166
Pre-Science - AS	50
Real Estate - Certif.	0
Small Business Management - AAS	2
Vocational Tech Ed.	3
Welding – Certif.	1

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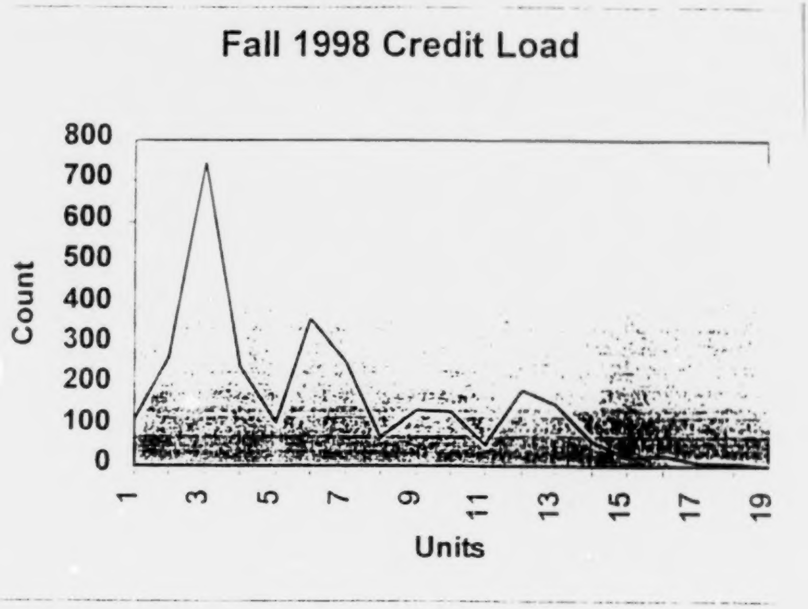
Undeclared	1958

Credit Load of CCC Students (excluding NAU/CCC students):

Credit Hours	Fall 1998
1	118
2	268
3	745
4	246
5	108
6	360
7	254
8	73
9	138
10	136
11	52
12	189
13	154
14	63
15	21
16	29
17	8
18	7
19	1



Access / Student Profile:

Question:

What is the progress of our students at CCC?

Indicators:

Compare 10th or 15th day enrollment to completion of class (retention)
Compare census day enrollment to completion of class (retention)
Compute number of students who complete 12 hours at CCC
Compute time to complete 12 hours at CCC
Compute number of students who complete English / math / general education courses

Description:

CCC needs to know whether its students are progressing in their studies. Progress includes retention (completion of classes).

Data Collected:

The average retention rate for Coconino Community College courses held during both the Spring and Fall 1998 terms was 83%.
Appendix D contains the Spring and Fall 1998 Retention Information obtained in the Attrition Pilot Project, and provides data at different points during the semester as well as by course location, division, and prefix.

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Student Achievement:

Question:

Are CCC students completing their programs?

Indicators:

Longitudinal data of number of graduates, types of degrees/certificates (graduates)

Compute time to degree/certificate; compute credit hours to degree/certificate (graduates)

Description:

CCC needs to know whether its students who intend to earn associate degrees or certificates are accomplishing their educational goals.

Data Collected:

Degrees	**1992-1993**	**1993-1994**	**1994-1995**	**1995-1996**	**1996-1997**	**1997-1998**
Associate of General Studies	1	1	2	5		2
Associate of Arts - General Studies	1	4	13	20	23	46
Associate of Arts - Business Admin.			2	6	2	14
Associate of Arts - Computer Info. Sys.			1	1	3	6
Associate of Arts - Pre-Education		1	2	5	7	17
Associate of Administration & Security Services					2	
Associate of General Business					2	
Associate of Small Business Mgt.					1	
Associate of Fine Arts – Visual Arts						1
Associate of Science Admin. of Justice				1	1	1
Associate of Science Pre-Nursing		2	3	1	1	6
Associate of Science Pre-Science				1	1	2
Associate of Science Pre-Engineering						1
Associate of Science Pre-Medical Science						2

Associate of Applied Science Accounting			3		5	9
Associate of Applied Science Fire Science	1	1	2	3	2	5
Associate of Applied Science Business Technologies						1
Associate of Applied Science Computer Software Tech						7
Associate of Applied Science General Finance						1
Associate of Applied Science Hotel/Restaurant Management						1
Associate of Applied Science Business Management						1
Associate of Applied Science Office Information Systems				1		2
ABUS – Associate of Business						1
Certificates	**1992-1993**	**1993-1994**	**1994-1995**	**1995-1996**	**1996-1997**	**1997-1998**
Certificate - Accounting			2	1	3	3
Certificate – Architectural Drafting					1	2
Certificate - Business Accounting Tech.			2			3
Certificate - Clerical		2	2	14	6	3
Certificate - Computer Science				6	5	
Certificate – Computer Software						5
Certificate – Architect CAD Tech						2
Certificate – Computer Aided Drafting						2
Certificate - Construction Tech			1	5	1	2
Certificate - Desktop Publishing		2	1	3	2	1
Certificate – Fire Science		1	1	1	2	1
Certificate - General Business			1		1	
Certificate – Legal Secretary			1	2		2

Certificate - Medical Transcription			2		2	6
Certificate - Office Info. Sys.				1		
Undeclared						34
Total Degrees / Certificates	**3**	**14**	**41**	**77**	**73**	**192**

Student Advancement: (Student Right to Know)

Student cohorts:

New to higher education, transfer in, returning student
Part time vs. full time (first semester and intent)

Compute graduates, transfer outs, persisters after:

1st semester, 1st year, 2nd year, 3rd year, 4th year, 5th year, 6th year

Description:

While this information is required for federal reporting, it is also of interest to the institution.

Data Collection:

Collection and reporting of Data for Student Right to Know began fall 1997.

Transfer Education:

Question:

Are students continuing their education at other institutions (2-year and 4-year)?

Indicators:

Longitudinal data of number of transfer outs and where
Compare number of requested official transcripts sent to other institutions to number of students who enroll at other institutions
Compute time to transfer; compute credit hours to transfer
Performance after transfer

Description:

Many CCC students continue their studies at other institutions of higher education. It is of interest to know where former CCC students transfer, including 2-year and 4-year colleges and universities, and in-state and out-of-state institutions. Since CCC does not know which students intend to transfer, based on information while they are attending Coconino Community College, a comparison should be made of those students who request a transcript be sent to another institution and follow-up of whether the student actually enrolled at that institution.

Data Collected: Transfer Students:

The public universities in Arizona reported the following number of transfer students from CCC. Included in the table is the number of former CCC students who were enrolled at the university that term (new and continuing), and the number of former CCC students who were new to the university that term.

	Fall 1993	**Spr. 1994**	**Fall 1994**	**Spr. 1995**	**Fall 1995**	**Spr. 1996**	**Fall 1997**	**Fall 1998**
ASU	N/A	N/A	50 (academic year)		57	62	Data available Spring 2000	
new			18	8	17	15		
NAU	404	496	747	892	1,147	1,236		
new	94	34	111	74	149	75		
UA	N/A	N/A	44	54	68	N/A		
new			13	7	21			

ASU = Arizona State University
NAU = Northern Arizona University
UA = University of Arizona
new = students who started the university that semester
N/A = data not available

Transfer Education:

Question:

Are CCC credits being accepted as expected by other institutions (2-year and 4-year)?

Indicators:

Survey transfer-out students regarding acceptance of CCC credits
Comparisons of CCC credits earned and class standings at universities

Description:

Course equivalencies articulated between the community colleges and universities in the state are documented in a *Course Equivalency Guide*. Articulation is of concern to CCC and the other public community colleges in the state of Arizona. Each of the public universities in Arizona accepts credits differently and information about the acceptance of CCC credits is used to improve advising.

General Education:

Question:

Are students completing the Arizona General Education Core Curriculum (TGEC) at CCC? A new General Education transfer program (35 credit hours) was implemented beginning January 1999 and replaced the TGECC.

Indicators:

Number of students who complete TGEC (AGEC)

Survey transfer-out students regarding acceptance of CCC credits

Description:

Students who do not wish to complete an associate's program at CCC but do intend to transfer to a 4-year university are advised to take the Transfer General Education Core Curriculum (TGEC). This block of general education credits is meant to transfer to the public universities in Arizona and satisfy their liberal studies requirements. CCC is interested in whether students who do not complete an associate's degree are completing the TGEC (AGEC) and are transferring these credits to other institutions.

Occupational Education:

Data is available from the Registrar's Office.

Question:

Are students participating in vocational programs at the institution?

Indicators:

Number of students in CCC programs (compute via key courses)
  → Graduates, transfers, persisters
  → Enrollment vs. completion of key courses
Employment data (need Arizona Department of Economic Security connection)
Employer satisfaction

Description:

Many CCC students take one or more classes to prepare or improve skills needed for the workforce. CCC has advisory councils in several vocational areas to involve business and industry in discussion of needed work skills and knowledge. The progress and success of occupational students is of interest from both the students' and employers' perceptions to ensure that the preparation CCC occupational programs provide is appropriate.

Data Collected:

The data collected for vocational/occupational students is available upon request from the Office for Institutional Research.

Continuing Education:

Question:

Are students seeking lifelong learning accessing the institution?

Indicators:

Numbers of credit free and contract training classes and enrollment

Description:

CCC has offered limited non-credit courses primarily for personal interest students. CCC also offers contract-training classes for specific community groups.

Data Collected: CCC Credit-Free Courses Offered:

	FY 93-94	**FY 94-95**	**FY 95-96**	**FY 96-97**	**FY 97-98**	**FY 98-99**
# Classes	10	18	14	26	31	22
Enrollment	182	287	181	339	347	333

Developmental Education:

Question:

How many students in the institution take advantage of learning assistance?

Indicators:

Number of LEC workshops and attendance

Number of learning assistance sessions and participants

Description:

Students who need learning assistance to be successful in their courses access CCC. The Learning Enhancement Center aims to meet these needs through group workshops and learning assistance sessions. Records are tabulated and reported to the Learning Enhancement Services (LES) Advisory Council on a quarterly basis

Service	**Fall 1998**	**Spring 1999**
LEC Workshops	202	102
LEC Workshop Attendance	1,214 Students	691 Students
Learning Assistance	10,167 Visits	9,533 visits
Learning Assistance Participants (unduplicated)	1,528 Students	1,485 Students

Developmental Education:

Question:

How many students in the institution need developmental courses?

Indicators:

Number of students who take placement tests

Number of students recommended for developmental courses

Number of students enrolled in developmental courses

Number of students who complete developmental courses

Description:

Students who are lacking in basic math and English reading and writing skills access CCC, like many community colleges. Of interest is how many students are accessing the institution who need to improve their basic skills and whether they complete such developmental courses. Data is available from the College's Computer Lab Coordinator.

Student Services:

Question:

Types of student services assistance available to students

Indicators:

Number of students receiving disability assistance

Number of students participating in single parent/displaced homemaker and tech prep programs

Number of concurrent high school enrolled students

Description:

Some of the services available to students at CCC began through grant programs. CCC has made great strides in its procedure to evaluate the value of these services (as well as any appropriate legal requirements) in determining whether the services are successful and should be continued. A Disability Resources Advisory Council was established by the college President in spring, 1998, to oversee the college's accommodation procedures and practices.

	Summer II 1998	**Fall 1998**	**Spring 1999**
Students on File in Disability Resources	N/A	68	78
Students Served by Information Resources (unduplicated)	57	351	894

Information Resource Workshops Annual Total	16
Students Served by Resource Workshops Annual Total	212

Student Services:

Question:

Attitudinal information and student satisfaction

Indicators:

Continuing Student Survey

Completer Student Survey

Former Student Survey (transferred?, employed?, CCC educational goals achieved?)

Description:

During spring 1998 the College continued converting its Student Information System (see "Data Systems" section). A continuing student survey and a former student survey are being considered to be distributed at the same time transcripts are sent to all students in the College's system during this conversion process. Thereafter, surveys will be conducted during current classes (continuing students), during the graduation process (completers), or as follow-up (former students) on a regular basis, to get feedback on CCC's institutional effectiveness.

Community Services:

Question:

Is the College helping serve the communities within the County service region?

Indicators:

Number of SBDC workshops and enrollment
Number of SBDC consultations and participants (businesses)
Number of contract training courses and enrollment

Description:

Coconino Community College is concerned about being a partner and a resource in the County.

Data Collected:

During the 1995 calendar year, the SBDC conducted 29 seminars with 415 attendees. 331 consultations were held; of these, 145 were pre-ventures and the balance of participants was currently open businesses.

During the 1995-96 fiscal year, 35 contract training workshops were given with 508 people attending.

During the 1996-97 fiscal year, the SBDC conducted 24 workshops with 388 people attending.

During the 1996 calendar year, 208 consultations were held, of which 92 were preventures.

During the 1997 calendar year, 246 consultations were held, of which 105 were preventures.

During the 1998 calendar year, 20 SBDC training classes were held, with 207 participants, for a total of 1481 training hours. The SBDC also provided 981 hours of counseling.

CCC Contract Training Courses Offered:

	FY 93-94	**FY 94-95**	**FY 95-96**	**FY 96-97**	**FY 97-98**	**FY 98-99**
# Classes	10	2	37	17	13	8
Enrollment	182	62	523	181	181	116

Opportunities for Improvement

The Director for Institutional Research will compile a "fact book" for reporting all relevant data and trends regarding transfer, student retention, and other issues. This document will be made available to the college community for use in research, decision-making, and program building. This fact book is scheduled to be available in spring 2000.

More direct mission measures need to be identified for the purpose of reporting assessment of academic achievement. The College should continue collecting and reporting data from all mission level indicators. However, methods to utilize mission measure information to improve student academic achievement must be developed.

There must be better communication of the results (both positive and negative) of mission measures to the staff and students of CCC and to the community through advisory committees, the District Governing Board, and other community groups.

External Survey

As part of mission level assessment during the 1998-99 academic year, CCC gathered qualitative data regarding its effectiveness throughout the county via an external Survey. A similar survey had been conducted in 1992 and was used as a baseline for comparative analysis.

Several factors had indicated a college-wide need to conduct a second environmental survey. Primarily, the college needed relevant data on which to base strategic decisions regarding Title III grants, course offerings, strategic planning, accreditation, student services, and distance learning technology and modalities for the new CCC campus.

Dr. Pattie Odgers collaborated with Dr. Casey Donoho, research expert from Northern Arizona University, in preparing the survey and compiling the final report. Approximately 2,900 responses were tabulated from CCC students, business and organizations, the community, and high school students.

The results of the survey were published in the *Coconino County External Survey Report* and presented to the District Governing Board in May 1999. A few interesting results were:

- Computer information systems classes are of considerable interest to all customer groups, followed by other business and accounting classes, art, Spanish, biology, and manufacturing/industrial technology.
- There is a strong interest in Internet classes.
- There was high interest across customer groups for courses on home TV, followed by interest in Internet-based delivery methods.
- The long term goal for CCC and high school students is a four-year degree and graduate degree.
- In general, customer satisfaction was good.

PROGRAM LEVEL ASSESSMENT

Program level assessment is intended to address both academic and non-academic departmental areas of instruction, student services, administrative support, and institutional support. It addresses the following questions:

> What is the purpose of the program or service area?
> What are the parameters of the program area (goals and objectives)?
> Are our programs and services meeting students' needs?
> Are non-academic programs and services providing support to the institution?

Program Review

The College is currently revamping its program review instrument. A pilot test with the earlier instrument helped highlight issues and concerns of both faculty and administration, namely that the instrument was burdensome in the information that it requested and that Coconino Community College did not fit the one-size-fits-all model from which the instrument was derived.

The program review currently under design will strive to incorporate a campus-wide focus and to lessen the information gathering responsibilities of the faculty and staff by drawing on the available data on BANNER. It is also the goal of this program review to provide readily-understood information that is consistent across programs, yet also allow for the uniqueness of programs. In the future, this review process will encompass the entire institution.

This instrument is expected to be completed fall 1999 and implemented in spring 2000.

PILOT PROJECTS

During the 1998-99 academic year, two ongoing pilot projects continued. These were the Retention/Attrition study and the Textbook Reading Level Evaluation project. Please see page 61 for information about the Retention project. PIE also conducted a study of pilot project status for informational purposes only.

Textbook Reading Level Evaluation Project

In the 1998/99 academic year the reading readiness task force finished evaluating the majority of textbooks in use at CCC using the Fry Readability Scale. The next anticipated step in the process is to have program coordinators check these evaluations for accuracy based on their use of the textbooks and instructor supplied ancillary materials.

Pilot project status:
Attrition study: Barbara Cress (Full-time Faculty)
Pilot ended; the Office for Institutional Research is to continue.

Business Participation Phase I & II: Yusuf Faruq Abd-al-Hakim (Associate Faculty)
Retired.

College Algebra Study: Math Department
Retired.

Comparison of CIS 124 and 224 8 wk and 6 wk: Barbara Cress (Full-time Faculty)
Completed, Spring 96

Continuing Student Survey: Laurie McCown (IR Director) and Linda Newell (Registrar)
Retired.

Assessment of course outcomes in ENG 101: Jay St. Vincent (Full-time Faculty)
Retired by Jerry Baker, but should be revisited at a later date.

Fast Track Windows Classes: Jeff Rhode (Full-time Faculty)
Retired since class was cancelled.

General Education: Faculty
In progress.

Readability of textbooks: Alan Petersen (Full-time Faculty)
Majority of books have been assessed for reading level. Will need to continue the work as needed when textbooks are changed.

Idea for a new pilot project has resulted from this project: looking into tracking placement scores and student success in reading classes. Alan or another member of the original committee may propose this project in the near future.

Intermediate Algebra to College Algebra: Math Department
In progress.

Learning Assistance in the Flagstaff and Page Campus Labs: Diedra Silbert (Vocational Counselor)
Completed, data is forthcoming.

Spanish for Native Speakers: Barbara Eickmeyer (Full-time Faculty)
Retired.

Graduation Satisfaction: Victoria Haviland (Student Services)
Retired.

Freshman survey, UCLA report: Barbara Cress (Full-time Faculty)
Competed Fall 96.

GENERAL EDUCATION

The assessment of General Education project continued during the 1998-99 academic year. Two pilot projects were proposed by faculty at the April 1998 General Education Work Session to continue assessing general education skills while identifying cost-effective evaluation tools for use in evaluation.

The first pilot project was conducted to gather information regarding standardized assessment instruments for general education skills. Five faculty members participated on the team that evaluated the *Cornell Critical Thinking Test*. The team concluded that, while the test evaluated particular critical thinking and analysis skills, it was not adequate to the task of evaluating the core skills of General Education, as ranked by faculty in the first phase of this project (see the *Assessment Program Technical Progress Report, 1997-1998, p. 39*). The project will be complete when the team has selected an appropriate standardized evaluation instrument for use in assessing general education skills of CCC students. Faculty are continuing with this pilot project.

The second pilot project was intended to gather information about the effectiveness of focus groups in assessing general education skills. The team of four faculty members was to create questions that would be useful in evaluating the core general education skills. Once the questions were formulated, the team was to conduct focus groups during the spring semester and report the results to PIE. However, the labor-intensive demands of this project coincided with the college-wide strategic planning effort and the project was postponed. Faculty have expressed commitment to pursue this project in the upcoming year.

During the 1999-2000 academic year, faculty will continue to search for the best method of evaluating and reporting academic achievement in the core skills of general education. In the fall semester, ten associate faculty will participate in the assessment project by reporting outcomes of their students using course outlines as their guide. PIE will also encourage faculty to continue with the focus group pilot project, as well as any efforts to streamline the process and assess the "value added" to our students in the area of general education core skills.

Goals for the project include:

1) Use CCC General Education course outlines and the outcomes/competencies listed as the documentation for faculty reporting of student academic achievement (see sample A).

2) Measure student achievement in a General Education course by comparing results of assessments done at specific times, called "benchmarks" during this semester.

3) Streamline the process of faculty reporting to make it efficient and cost-effective. Faculty participating in the project will brainstorm ideas for making the collection and reporting of the data as easy as possible for faculty and staff at CCC.

4) Propose a permanent methodology for collecting course-level data that will be useful for program and curriculum assessment, as well as reporting the information to constituents.

This study will focus on finding a method for reporting how our students have mastered skills/competencies in General Education courses that has:

a) The least impact on faculty time
b) The most potential for return of information
c) Reliability
d) Measurability at institutional and individual levels
e) Usefulness in future data collection

Anticipated outcomes:

1) Improved methods of evaluating student outcomes
2) Improved methods of teaching for ensuring student achievement of outcomes
3) Faculty participation in program level assessment activities as a result of raised awareness in course level assessment
4) Improved consistency in reporting student academic achievement at the General Education level

At the end of this project, the Principal Committee for Institutional Assessment (PIE) will pay associate faculty a lump sum of $160.00 each for their participation. Full time faculty will receive the reward of satisfaction for the privilege of participating in this worthwhile project, and listing it as committee work on their vita.

Requirements for associate faculty participation:

- Must have a minimum of one semester teaching at CCC
- Must teach a course in general education core
- Must attend all meetings related to the project

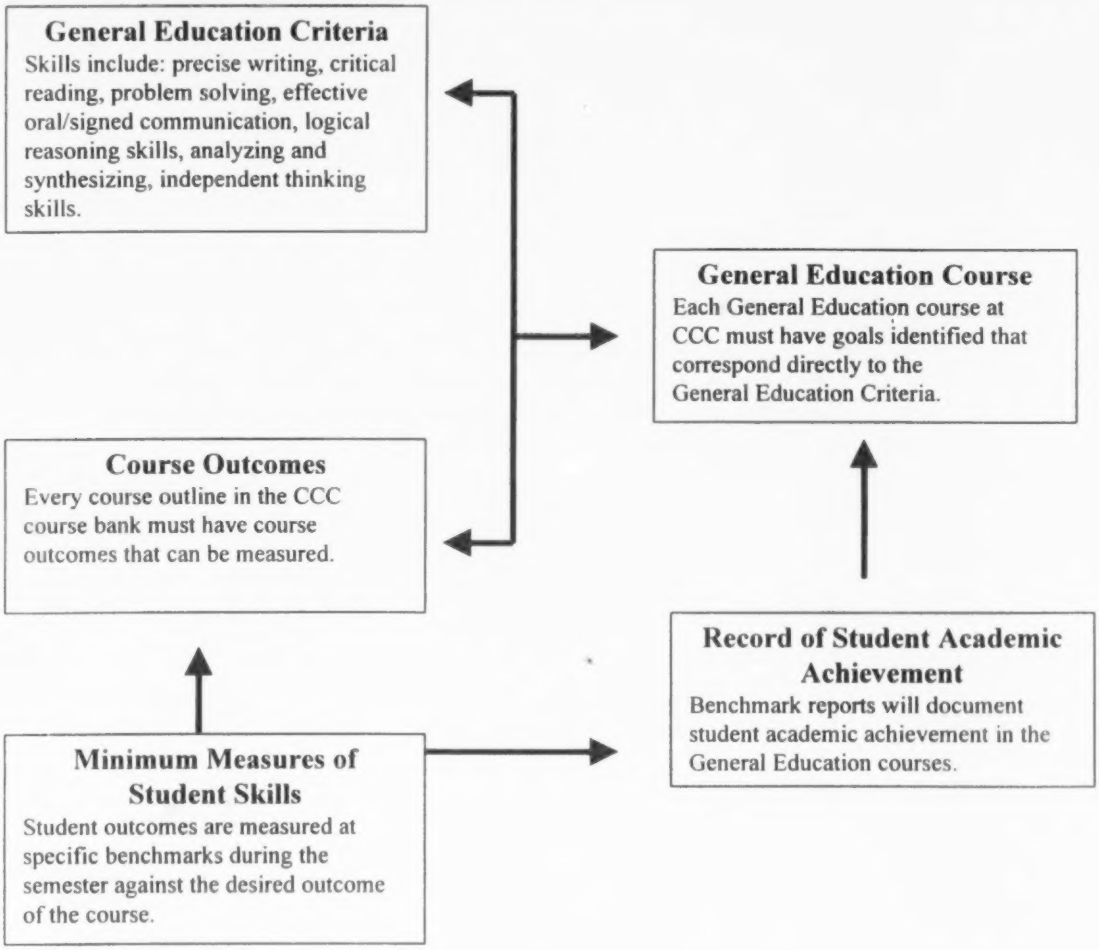
This is course-embedded assessment, intended to be "diagnostic and supportive of student learning" (Banta, 1991). It should involve pre- and post assessments that are common to all sections of the course. The participants have chosen the term "benchmarks" in lieu of the negative connotations implied in "pre/post testing." Each benchmark will be an assessment of student knowledge and skill in the subject area at a given point in the course/semester.

Opportunities for Improvement

External factors (personnel constraints, institutional priorities) which inhibited faculty from pursuing the pilot projects in more depth, which was a disappointing setback to the general education assessment project. Most faculty agree that the assessment of our students' skills is paramount to course planning and curriculum design at the college and, if given an alternative, would chose to focus on this over completing an unrelated assignment. If the college truly intends to measure the academic achievement of its students, there must be a commitment between leadership and faculty to making this important indicator of effectiveness a priority.

The Maricopa Community College District has generously offered CCC an opportunity to review its instruments for outcome assessment of general education skills. The PIE co-chairs have agreed that it would be beneficial for the college to investigate this further.

General Education Assessment Project – Fall 1999



General Education Criteria
Skills include: precise writing, critical reading, problem solving, effective oral/signed communication, logical reasoning skills, analyzing and synthesizing, independent thinking skills.

General Education Course
Each General Education course at CCC must have goals identified that correspond directly to the General Education Criteria.

Course Outcomes
Every course outline in the CCC course bank must have course outcomes that can be measured.

Record of Student Academic Achievement
Benchmark reports will document student academic achievement in the General Education courses.

Minimum Measures of Student Skills
Student outcomes are measured at specific benchmarks during the semester against the desired outcome of the course.

RETENTION STUDY

The faculty and PIE approved continuation of the Retention/Attrition pilot project (which began in the spring semester, 1997) to track course level retention for all courses at all sites during the fall and spring semesters. The office of institutional research supervised the project this year. PIE has proposed that this role should be institutionalized through the Registrar's Office starting fall 1999.

For complete compilation of results of the retention/attrition study for Spring and Fall 1998, see Appendix C.

Retention Spring 1998 by Site

Site	*Sections*	*Beginning Enrollment*	*Ending Enrollment*	*Ending Retention*	*% of Cap*	*Begin FTSE*	*End FTSE*
Camp Navaho	2	19	13	69%	38%	2.53	1.73
Flagstaff	327	5730	4708	82%	74%	1146.00	941.60
Grand Canyon	2	18	15	88%	50%	2.40	2.00
NAU	18	359	304	84%	79%	71.80	60.80
Page	55	641	554	86%	56%	128.20	110.80
Williams	4	43	39	92%	52%	5.73	5.20
Grand Total	408	6810	5633	83%	72%	1356.66	1122.13

Retention Fall 1998 by Site

Site	*Sections*	*Beginning Enrollment*	*Ending Enrollment*	*Ending Retention*	*% of Cap*	*Begin FTSE*	*End FTSE*
Flagstaff	283	5425	4388	82%	78%	1808.33	1462.67
Grand Canyon	1	8	5	63%	32%	1.07	0.67
NAU	39	717	623	88%	83%	143.40	124.60
Page	32	458	381	85%	65%	91.60	76.20
Williams	4	30	29	98%	30%	8.00	7.73
Grand Total	359	6638	5426	83%	77%	2052.4	1671.87

ACCOMPLISHMENTS OF OTHER CCC COMMITTEES

PIE feels that part of its function is to provide linkages between assessment and activities of other committees at CCC. In this role, PIE serves as a central "warehouse" for assessment resources and activities at the College. Hence year-end reports were collected from the standing committees at CCC in order to review the overall accomplishments and record the correlation to the improvement of institutional effectiveness (see Appendix D).

Year-end reports were received from the following committees:

Recruitment committee
Information Resources Advisory Council
Distinguished Service Award Committee
Career Fair Committee
CCC Scholarship Committee
Awards Ceremony Committee
LES Advisory Council
Disability Resources Advisory Council
Student Appeals
Commencement
NAU/CCC Coordinating Council
Principal Committee for Institutional Effectiveness (PIE)

Glossary & Assessment Terms

GLOSSARY

AGEC	Arizona General Education Curriculum
ASAA	Assessment of Student Academic Achievement Project team responsible for defining CCC's Assessment Plan
ASU	Arizona State University
CCC	Coconino Community College
CLT	College Leadership Team
COLE	Creating Optimum Learning Environments (Learning Center Professional Development Presentations)
FTSE	Full-Time Student Equivalent
NAU	Northern Arizona University
NCA	North Central Association
PAC	President's Advisory Council
PIE	Principal Committee for Institutional Effectiveness Standing committee which oversees implementation of assessment at CCC.
SBDC	Small Business Development Center
SIS	Student Information System
TGEC	Transfer General Education Core Curriculum
UA	University of Arizona

ASSESSMENT TERMS

Assessment: The ongoing process of analyzing and evaluating CCC's functions and activities by examination, performance assessments, surveys, focus groups, interviews, follow-up studies or other methods. Information gathered enables the College to understand its effectiveness and improve educational offerings and services. Participation is appreciated and valued by members of the College community.

Attrition: Rate at which students drop a class or classes, compared to enrollment on the 45th day or other specified time of the semester.

College-Level Basic Skills: Skill levels (reading, writing, computation, study skills) sufficient for students to be successful in college-level courses (i.e. College Composition I, College Algebra).

Completer: CCC student who received either a Basic/Advanced/Technical certificate or an Associate degree, completed the TGECC, or completed at least 12 CCC credits and requested transfer to another post-secondary institution.

Continuing Student: Student enrolled at CCC who was also enrolled the previous (Fall/Spring) semester.

Developmental Courses: Courses intended to raise the student's skill levels in English writing and reading and/or math to college-level abilities including the following CCC courses: ENG 060, ENG 029, ENG 030, ENG 031, MAT 055, MAT 087.

Drop Out: CCC student who has not enrolled for three or more years.

Educational Goals: Student's academic reason for attending CCC: personal growth, transfer to a university, better job skills, and/or receive a CCC Basic/Advanced Technical certificate or an Associate degree.

Full-Time Student: Student enrolled for twelve or more credit hours in a semester as of the 45th day of the semester.

GECC: General Education Core Curriculum: A group of courses which provide basic skills and expose students to broad areas of knowledge. Specific GECC courses are required for all CCC Associate degrees.

Graduate: CCC student who earned either a Basic/Advanced/Technical certificate or an Associate degree by meeting the appropriate requirements and filing a graduation application with the College.

Institutional Effectiveness: The method by which the college plans, assesses and improves its services as related to its mission.

New Student: Student enrolled for first time at CCC.

New to Higher Education (also called first-time, first-year student): Entering student who has not previously attended any college or university credit classes.

Outcomes: Course outcomes (Academic) indicate what students will learn in a course and how they will be able to demonstrate mastery of knowledge or skill. Statements concerning learning outcomes are written in observable, measurable terms, and must be consistent with the course content. (Vocational) Competencies are measurable proficiencies of knowledge and skills achieved by students upon completion of a course. Competencies are written in observable terms so that students and instructors understand the specific skills required in a given course (*1999 Curriculum Policy and Procedures Manual*).

Part-Time Student: Student enrolled for less than twelve credit hours in a semester as of the 45th day of the semester.

Persistence: Continuing enrollment in subsequent semester(s) by a student.

Placement Testing: The process used to determine a student's level in math, English, reading, and modern languages. Placement tests must be taken before a student can enroll in math and English classes, and second semester of Spanish.

Portfolio: A collection of representative student works over a period of time. Portfolios may be used for evaluation of a student's abilities and improvement.

Program Intent: Major, or course of study, designated by the student when enrolling at CCC.

Readmit: Student who last attended CCC over 3 years ago and is enrolling for an upcoming term; drop-out who is returning to CCC.

Reliability: The extent to which a test is dependable, stable, and consistent when administered to the same individuals on different occasions. A statistical term that defines the extent to which errors of measurement are absent from a measurement instrument.

Retention: Completion of a course by a student.

Returning Student: Student enrolled at CCC after an absence of one or more semesters.

Stop Out: CCC student with less than a three-year gap in enrollment.

Strategic Planning Goals: Broad, umbrella statements that will take from one to five years to complete.

Strategic Planning Objectives: Accomplishable and measurable within one year and necessary to accomplish goals. Referred to as "goals" in the IE Model.

Strategic Planning Tactics: Unit level details necessary to accomplish objectives.

Student Academic Achievement: The value added to a student's knowledge and/or skills level upon completion of a given course, certificate, or degree program.

Student Success: Completion of a student's educational goals: Personal growth, knowledge of the subject, receiving a passing grade, job placement, acceptance to a university, earning a CCC degree or certificate, and/or ability to critically analyze information as a result of taking a CCC courses or courses.

TGEC: Transfer General Education Curriculum; A block of 35 semester credit hours of general education coursework that will transfer as a block to meet the lower division general education requirements at any other public Arizona community college or university.

Transfer Student: (1) Student entering CCC for the first time but known to have previously attended another post-secondary institution (transfer in); (2) CCC student who continues their education at another post-secondary institution (transfer out).

Unit: A functional area within the College. An example might be a program of study, a cluster of like courses, a discipline, an administrative department, etc.

Validity: The extent to which a test measures what it was intended to measure. Indicates the degree of accuracy of either predictions or inferences based upon a test score.

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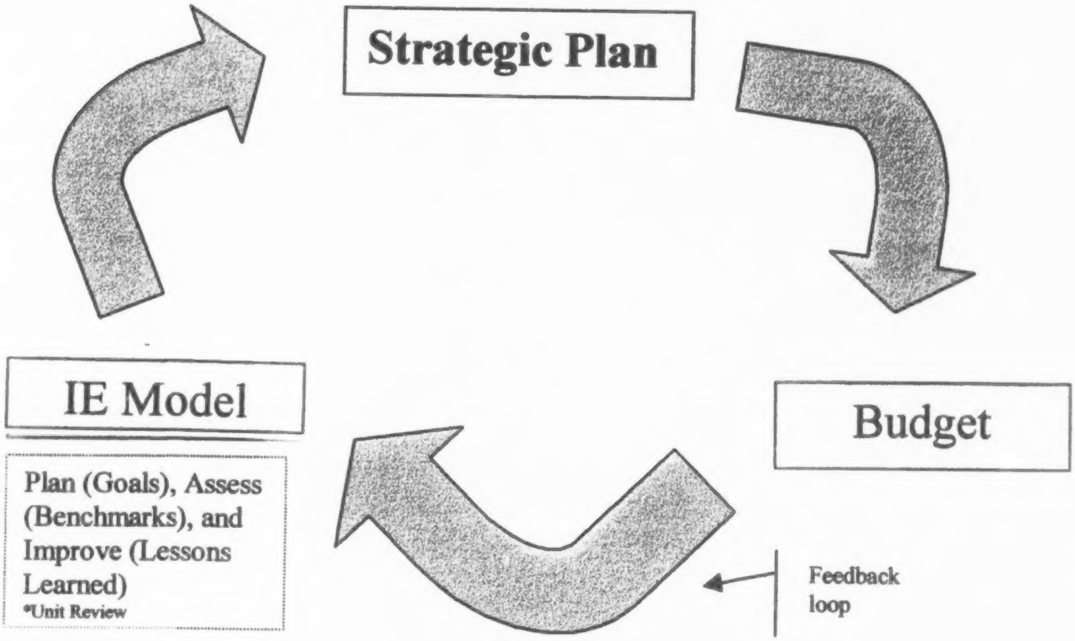
Appendices

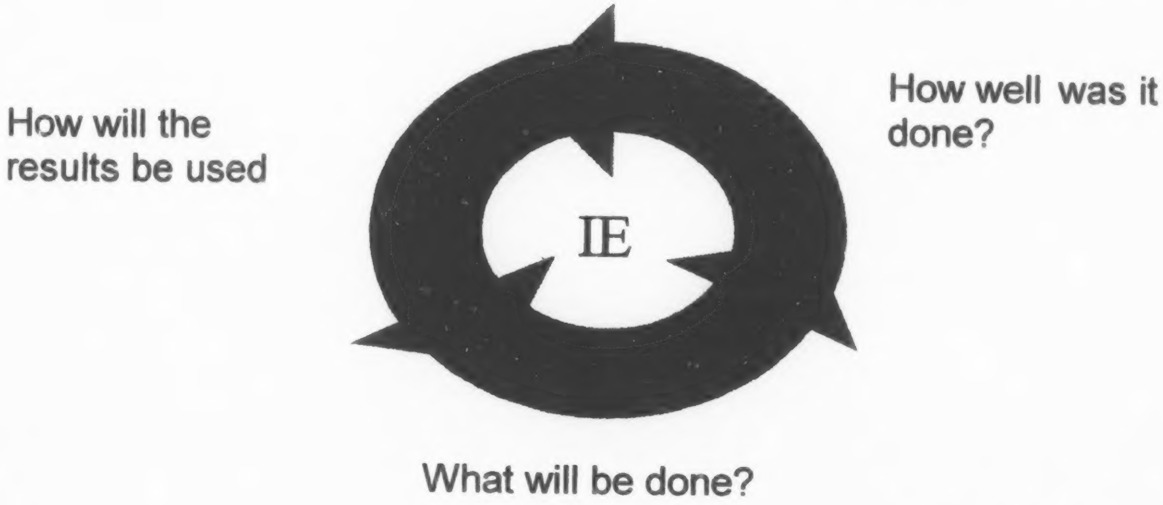
Appendix A
IE Model and The Big Picture


Strategic Plan
Budget
IE Model
Plan (Goals), Assess (Benchmarks), and Improve (Lessons Learned)
*Unit Review
Feedback loop

Spring to Fall
*Information gathering, analysis, and assessment

Fall
* IE Model feeds into the strategic plan

Spring
*Budget initiatives tie into the strategic plan and therefore school mission


How will the results be used
How well was it done?
IE
What will be done?

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Appendix B

PIE Forms

Principle Committee for Institutional Effectiveness

Travel Support Form

Date Submitted________________ Conference ____________________ Dates ________________

Submitted by ______________________ Person Traveling ______________________

Briefly summarize the conference/workshop and attach supporting documents.

Challenge/Need

Goals:

Objectives of Travel

Total estimated cost of travel $______________ Amount relating to IE $________________

Knowledge Opportunity:

Institutional Effectiveness Activities

Expected Benefits to the College:

Benefits to the College regarding IE

Means of dissemination to the College

Timeline for dissemination

COCONINO COMMUNITY COLLEGE
PRINCIPAL COMMITTEE FOR INSTITUTIONAL EFFECTIVENESS

PILOT PROJECT PROPOSAL

DATE SUBMITTED ______ PROJECT TITLE ______________________________

INVESTIGATOR ____________________ DISCIPLINE/DEPT. ____________________

BRIEFLY SUMMARIZE THE PROJECT IN THE FOLLOWING AREAS (ATTACH SUPPORTING DOCUMENTS):

CHALLENGE / NEED: ____

____

GOALS:

OBJECTIVES OF PROJECT ____

____

____

PROJECTED TIMELINE FOR PROJECT FROM ________ TO ____________

TOTAL ESTIMATED HOURS ________ ADDITIONAL RESOURCES ________

PROCESS:

ACTIVITIES/TECHNIQUES ____

____

____

MEASUREMENT INDICATORS ____

____

____

EXPECTED BENEFITS:

AREA FOR IMPROVEMENT ____

____

DISSEMINATION OF RESULTS ____

____

SIGNATURES:

INITIATOR ____ DATE ________

PROGRAM COORDINATOR ________________________________ DATE ________

DIV. CHAIR / DEPT. SUPV. ______________________________ DATE ________

COMMITTEE APPROVAL /CHAIR ____________________________ DATE ________

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HOW TO FILL OUT THE PILOT PROJECT PROPOSAL FORM

DATE SUBMITTED:	DATE YOU WILL TURN IT IN TO THE COMMITTEE
PROJECT TITLE:	BE SPECIFIC. AN EXAMPLE IS "CLASSROOM TESTING TECHNIQUES FOR SPA 101 AND 102"
INVESTIGATOR:	WHO WILL BE IN CHARGE OF THE PROJECT
DISCIPLINE/DEPT:	WHETHER FACULTY OR DEPARTMENT, WHO WILL BE RESPONSIBLE FOR THIS PROJECT
CHALLENGE/NEED:	SPECIFY WHAT THE PERCEIVED NEED IS. AGAIN, BE SPECIFIC.
OBJECTIVES:	WHAT ARE YOUR GOALS FOR THIS PROJECT? WHAT DO YOU WANT TO ACCOMPLISH?
PROJECTED TIMELINE:	SELF EXPLANATORY, BUT BE REALISTIC. THERE IS NOT TIME LIMIT TO THESE, AND THE PIE COMMITTEE CAN RECOMMEND EXTENSIONS FOR PILOT PROJECTS.
TOTAL EST. HOURS:	WE WANT TO KNOW IF THIS WILL TAKE 1 HOUR A WEEK OR 20 HOURS A WEEK? WILL IT BE A "ONE TIME" GATHERING OF DATA? HOW MUCH TIME ARE WE LOOKING AT?
ADD'L RESOURCES:	WILL IT REQUIRE ADDITIONAL MANPOWER BESIDES THE INVESTIGATOR AND/OR TASK FORCE? WILL YOU NEED CLERICAL HELP? WILL YOU NEED RELEASE TIME?
ACTIVITIES/TECH.:	WHAT ARE YOU GOING TO DO TO GATHER YOUR DATA? SURVEYS? TESTS? FOCUS GROUPS? SPECIFY. LIST AS MANY AS YOU WILL USE AND PROVIDE A STATEMENT AS TO HOW THESE ACTIVITIES WILL BE CARRIED OUT.
MEASUREMENT IND.:	WHAT WILL YOU USE TO MEASURE / ASSESS THE AREA YOU HAVE IDENTIFIED?
AREA FOR IMPROVE.:	WHAT DO YOU EXPECT WILL BE THE BENEFITS OF THIS PILOT? WHAT AREA WILL BE AFFECTED MOST AND BENEFIT FROM THE RESULTS OF YOUR PROJECT?
DISS. OF RESULTS:	YOU WILL NEED TO LIST ALL OF THE DEPARTMENTS THAT WILL BE GETTING THE RESULTS OF YOUR PROJECT. YOU WILL BE RESPONSIBLE TO DISTRIBUTE THESE.

Principal Committee for Institutional Effectiveness
Coconino Community College

PILOT PROJECT PROPOSAL
EXPENDITURE ESTIMATES

PROJECT TITLE: ____
____

SUPPLIES:
List: ________________
____
____
____
____
________________ $ ____________

SOFTWARE:
____
____
____
____
________________ $ ____________

TESTS:
____
____
____
____
________________ $ ____________

LITERATURE:
____
____
____
____
________________ $ ____________

PRINTING COSTS:
____
____
____
____
________________ $ ____________

CLERICAL ASSISTANCE:(per semester @ $ 6.50 per hour)
# of hours ________ $ ____________

TOTAL $ ____________

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INTENT TO SURVEY

Any College department, subsidiary or associated party who wishes to conduct a survey on behalf of CCC must first communicate its intent to the PIE Committee for review and coordination. This does *not* include classroom assessment.

The PIE Committee will review the "intent to survey" and provide feedback to the department or individual. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinate inquiry efforts, and will be a resource for developing useful survey instruments. The goals is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial.

1. What is the purpose of the survey? (i.e. information to be gained)

2. What is the timeline of the survey? (i.e. when the survey will be conducted)

3. What is the population and the sample to be surveyed?

4. What methodology of processing, analyzing, and reporting responses, (including expected date of completion)?

5. What audience will receive the reported results?

6. What method for feedback and improvement will be implemented?

7. ***Please attach a sample of the survey.*** Contact Person ____________

Upon completion of the survey activity, please provide the PIE Committee with a copy of the results. These reported results will serve as a source of information regarding institutional effectiveness.

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INTENT TO SURVEY

While conducting the institutional inventory of assessment activities, the PIE identified a need for centralizing institutional survey procedures. As the College has grown, the frequency of surveys to obtain data has increased. Upon requesting the results of these surveys, it was discovered that some departments have not had time to compile the data collected. Also, there was no system in place to protect our students from being subjected to "outside" surveys, thus impacting the future of reliable qualitative information on campus.

Research has shown that frequent surveys impact student opinion over an extended period of time (resulting in "pictures" drawn on the bubble answer sheets or single value results with respondents not reading the questions). The use of surveys throughout the institution is of grave concern to the Committee, particularly if nothing is done with the data. The College does not need more surveys that do not yield quality results or are not adequately evaluated.

PIE proposed a college-wide procedure for the surveying of students, in order to improve assessment reporting and monitoring institutional effectiveness more efficiently. The survey procedures are designed to monitor institutional effectiveness at the mission and program levels; **they do NOT include classroom assessment.** The Intent to Suvery procedures were recommended by PIE, the Academic Standards Committee, the College Leadership Team Plus.

The following was approved by the College Leadership Team (CLT) on February 5, 1997.

Survey Procedures:

Any College department, subsidiary or associated party who wishes to conduct a survey on behalf of CCC must first communicate its intent to the PIE Committee for review and coordination. This "intent to survey" should identify:

1. Purpose of the survey (i.e. information to be gained)
2. Timeline of the survey (i.e. when the survey will be conducted)
3. The population and sample to be surveyed
4. Methodology of processing, analyzing, and reporting responses (including expected date of completion)
5. Audience to receive the reported results
6. Method for feedback and improvement (i.e. how recommendations will be implemented)
7. A sample of the survey

The PIE Committee will review the "intent to survey" and provide feedback to the department or individual. As part of the review process, PIE will advise departments of other related surveys and available information, will help coordinate inquiry efforts, and will be a resource for developing useful survey instruments. The goal is for all surveys done at CCC to be quality instruments and for the results to be institutionally beneficial.

Upon completion of the survey activity, the PIE Committee will receive a copy of the results. These reported results will serve as a source of information regarding institutional effectiveness. The results will be filed in the PIE cabinet, in office of the Institutional Researcher.

Appendix C

Retention Results Spring 1998

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
C N	occ/vo	CIS	222	14:30	T R	25	44%	1.47	0.93	64%	11	7	64%
			223	15:45	T R	25	32%	1.07	0.80	75%	8	6	75%
			Summary for 'Prefix' = CIS (2 detail records)										
				Summary				*2.53*	*1.73*		*19*	*13*	
				Average			*38%*			*69%*			*69%*
Summary for 'Division' = occ/voc (2 detail records)													
				Summary				*2.53*	*1.73*		*19*	*13*	
				Average			*38%*			*69%*			*69%*
Summary for 'Site' = C N (2 detail records)													
				Summary				*2.53*	*1.73*		*19*	*13*	
				Average			*38%*			*69%*			*69%*
Flag	L/arts	ANT	101	15:30	M W	25	92%	4.60	3.40	74%	23	17	74%
			102	8:00	T R	35	80%	5.60	4.40	79%	28	22	79%
			102	12:30	M W	35	111%	7.80	6.00	77%	39	30	77%
			110	18:30	T	35	40%	2.80	1.80	64%	14	9	64%
			241	9:30	M W	35	40%	2.80	2.80	100%	14	14	100
			Summary for 'Prefix' = ANT (5 detail records)										
				Summary				*23.60*	*18.40*		*118*	*92*	
				Average			*73%*			*79%*			*79%*
Flag	L/arts	ART	100	11:00	M W	25	120%	6.00	5.40	90%	30	27	90%
			100	17:30	W	25	96%	4.80	4.60	96%	24	23	96%
			100	11:00	T R	25	108%	5.40	5.20	96%	27	26	96%
			100	8:00	M W F	25	84%	4.20	3.80	90%	21	19	90%
			103	9:00	M T W	25	28%	1.40	1.20	86%	7	6	86%
			110	8:00	M W	15	87%	2.60	2.00	77%	13	10	77%
			110	17:30	T R	15	80%	2.40	2.00	83%	12	10	83%

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Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	ART	111	11:00	T R	15	33%	1.00	1.00	100%	5	5	100
			120	17:30	T R	25	92%	4.60	3.80	83%	23	19	83%
			151	19:00	T R	15	40%	1.20	0.80	67%	6	4	67%
			190	14:00	M W	12	42%	1.00	0.80	80%	5	4	80%
			191	14:00	M W	6	50%	0.60	0.60	100%	3	3	100
			195	17:00	M	15	60%	1.80	1.40	78%	9	7	78%
			201	19:00	T	50	56%	5.60	5.40	96%	28	27	96%
			202	9:30	T R	30	43%	2.60	2.20	85%	13	11	85%
			298			15	87%	2.60	2.20	85%	13	11	85%
			Summary for 'Prefix' = ART (16 detail records)										
				Summary				*47.80*	*42.40*		*239*	*212*	
				Average			*69%*			*87%*			*87%*
Flag	L/arts	COU	101	18:30	M	35	51%	2.40	1.47	61%	18	11	61%
			102	12:30	T R	25	76%	3.80	3.20	84%	19	16	84%
			102	11:00	T R	25	52%	2.60	2.00	77%	13	10	77%
			135	10:30	F	25	84%	2.80	2.00	71%	21	15	71%
			141	18:30	W	20	50%	0.67	0.67	100%	10	10	100
			Summary for 'Prefix' = COU (5 detail records)										
				Summary				*12.27*	*9.33*		*81*	*62*	
				Average			*63%*			*79%*			*79%*
Flag	L/arts	DAN	105	12:10	T W R	20	85%	2.27	2.13	94%	17	16	94%
			110	10:15	M W	20	70%	1.87	0.93	50%	14	7	50%
			150			20	65%	1.73	1.07	62%	13	8	62%
			150	13:00	T R	20	65%	1.73	1.07	62%	13	8	62%
			Summary for 'Prefix' = DAN (4 detail records)										
				Summary				*7.60*	*5.20*		*57*	*39*	
				Average			*71%*			*67%*			*67%*
Flag	L/arts	ENG	020	18:00	W	4	75%	0.20	0.07	33%	3	1	33%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	ENG	021	18:00	W	4	75%	0.20	0.00	0%	3	0	0%
			022	18:00	W	4	50%	0.13	0.00	0%	2	0	0%
			023	18:00	W	4	25%	0.07	0.07	100%	1	1	100
			024	18:00	W	4	25%	0.07	0.07	100%	1	1	100
			025	18:00	W	4	50%	0.13	0.07	50%	2	1	50%
			060	11:00	M W	22	100%	4.40	3.20	73%	22	16	73%
			060	17:30	M	22	109%	4.80	4.00	83%	24	20	83%
			090	10:00	T	22	36%	0.53	0.27	50%	8	4	50%
			100	9:30	M W	25	100%	5.00	3.20	64%	25	16	64%
			100	18:00	T	25	108%	5.40	3.60	67%	27	18	67%
			101	9:00	M T W	22	32%	1.40	1.20	86%	7	6	86%
			101	15:00	M W	22	123%	5.40	4.20	78%	27	21	78%
			101	17:30	M W	22	77%	3.40	2.80	82%	17	14	82%
			101	12:00	T	22	36%	1.60	1.40	87%	8	7	88%
			101	19:30	M W	22	91%	4.00	3.40	85%	20	17	85%
			101	17:00	R	22	109%	4.80	3.20	67%	24	16	67%
			101	18:00	T R	22	86%	3.80	3.00	79%	19	15	79%
			101	17:30	W	22	105%	4.60	1.40	30%	23	7	30%
			101	15:00	M W	22	123%	5.40	4.20	78%	27	21	78%
			101	15:00	M	22	91%	4.00	2.80	70%	20	14	70%
			101	9:30	T R	22	136%	6.00	4.40	73%	30	22	73%
			101	12:00	F	22	91%	4.00	3.20	80%	20	16	80%
			101	11:30	M W	22	118%	5.20	4.80	92%	26	24	92%
			102	9:30	F	22	105%	4.60	3.40	74%	23	17	74%
			102	14:00	M W	22	100%	4.40	4.20	95%	22	21	95%
			102	12:30	M W	22	123%	5.40	4.00	74%	27	20	74%
			102	9:30	M W	22	109%	4.80	4.60	96%	24	23	96%
			102	16:00	T	25	84%	4.20	2.80	67%	21	14	67%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	ENG	102	17:30	W	22	105%	4.60	3.80	83%	23	19	83%
			102	19:30	T R	22	95%	4.20	3.60	86%	21	18	86%
			102	12:30	T R	22	82%	3.60	3.20	89%	18	16	89%
			102	17:30	T R	22	91%	4.00	3.60	90%	20	18	90%
			102	9:00	M T W	22	55%	2.40	2.20	92%	12	11	92%
			102	18:00	R	22	82%	3.60	3.40	94%	18	17	94%
			139	11:00	T R	20	80%	3.20	3.00	94%	16	15	94%
			236	12:30	M W	25	56%	2.80	2.80	100%	14	14	100
			237	13:00	F	25	72%	3.60	2.80	78%	18	14	78%
			238	9:30	F	25	36%	1.80	1.20	67%	9	6	67%
			238	9:30	T	25	44%	2.20	2.00	91%	11	10	91%
			271	13:00	F	25	56%	2.80	2.00	71%	14	10	71%
			272	9:30	F	20	85%	3.40	3.20	94%	17	16	94%
			273	12:30	M W	25	32%	1.60	1.40	87%	8	7	88%
			298			5	40%	0.40	0.20	50%	2	1	50%
			Summary for 'Prefix' = ENG (44 detail records)										
				Summary				*142.13*	*111.93*		*724*	*565*	
				Average			*80%*			*75%*			*75%*
Flag	L/arts	HIS	131	9:00	M T W	30	27%	1.60	1.60	100%	8	8	100
			131	8:00	M W	35	103%	7.20	5.60	78%	36	28	78%
			131	14:00	T R	35	100%	7.00	5.60	80%	35	28	80%
			131	18:30	R	35	66%	4.60	4.20	91%	23	21	91%
			132	17:00	M W	25	36%	1.80	1.80	100%	9	9	100
			132	15:30	T R	35	69%	4.80	3.60	75%	24	18	75%
			132	9:30	M W	35	54%	3.80	3.00	79%	19	15	79%
			136	14:00	T R	35	71%	5.00	3.20	64%	25	16	64%
			202	12:30	M W	35	66%	4.60	4.40	96%	23	22	96%
			251	15:00	M W	35	51%	3.60	3.20	89%	18	16	89%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
			Summary for 'Prefix' = HIS (10 detail records)										
				Summary				*44.00*	*36.20*		*220*	*181*	
				Average			*84%*			*85%*			*85%*
Flag	L/arts	HUM	241	9:30	M W	25	128%	6.40	5.60	87%	32	28	88%
			241	9:00	F	25	92%	4.60	3.60	78%	23	18	78%
			242	18:00	M	25	104%	5.20	4.60	88%	26	23	88%
			Summary for 'Prefix' = HUM (3 detail records)										
				Summary				*16.20*	*13.80*		*81*	*69*	
				Average			*108 %*			*85%*			*85%*
Flag	L/arts	ITC	160G	18:00	W	18	22%	0.27	0.27	100%	4	4	100
			Summary for 'Prefix' = ITC (1 detail record)										
				Summary				*0.27*	*0.27*		*4*	*4*	
				Average			*22%*			*100%*			*100%*
Flag	L/arts	MUP	101	12:00	M W	8	63%	0.67	0.40	60%	5	3	60%
			102	10:30	M W	8	88%	0.93	0.80	86%	7	6	86%
			103	9:00	M W	8	100%	1.07	0.93	88%	8	7	88%
			107	11:00	T R	15	107%	1.07	0.87	81%	16	13	81%
			108	12:00	T R	15	87%	1.73	0.93	54%	13	7	54%
			117	18:30	R	50	56%	1.87	1.87	100%	28	28	100
			Summary for 'Prefix' = MUP (6 detail records)										
				Summary				*7.33*	*5.80*		*77*	*64*	
				Average			*83%*			*78%*			*78%*
Flag	L/arts	MUS	100	9:00	M W	25	104%	5.20	5.20	100%	26	26	100
			101	15:00	T R	25	96%	4.80	4.00	83%	24	20	83%
			103	16:00	M W	8	50%	0.27	0.27	100%	4	4	100
			145	15:00	M W	25	92%	4.60	4.20	91%	23	21	91%
			207	17:30	M	25	40%	2.00	1.00	50%	10	5	50%

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Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
			Summary for 'Prefix' = MUS (5 detail records)										
				Summary				*16.87*	*14.67*		*87*	*76*	
				Average			*76%*			*85%*			*85%*
Flag	L/arts	NAV	101	15:00	T R	25	96%	6.40	5.33	83%	24	20	83%
			102	17:00	T R	24	38%	2.40	2.13	89%	9	8	89%
			Summary for 'Prefix' = NAV (2 detail records)										
				Summary				*8.80*	*7.47*		*33*	*28*	
				Average			*67%*			*86%*			*86%*
Flag	L/arts	PHI	101	11:00	M W	25	112%	5.60	5.20	93%	28	26	93%
			101	13:00	M W	25	96%	4.80	4.80	100%	24	24	100
			105	18:30	M	25	104%	5.20	4.60	88%	26	23	88%
			105	18:15	R	25	96%	4.80	3.20	67%	24	16	67%
			105	14:00	T R	25	92%	4.60	2.80	61%	23	14	61%
			201	18:30	R	30	40%	2.40	2.20	92%	12	11	92%
			201	9:00	T	25	76%	3.80	3.00	79%	19	15	79%
			Summary for 'Prefix' = PHI (7 detail records)										
				Summary				*31.20*	*25.80*		*156*	*129*	
				Average			*88%*			*83%*			*83%*
Flag	L/arts	POS	110	15:30	M W	25	92%	4.60	4.00	87%	23	20	87%
			120	11:00	T R	25	112%	5.60	4.60	82%	28	23	82%
			220	17:00	T R	25	88%	4.40	3.60	82%	22	18	82%
			Summary for 'Prefix' = POS (3 detail records)										
				Summary				*14.60*	*12.20*		*73*	*61*	
				Average			*97%*			*84%*			*84%*
Flag	L/arts	PSY	101	14:00	M W	35	103%	7.20	6.00	83%	36	30	83%
			101	9:00	M T W	30	30%	1.80	1.80	100%	9	9	100
			101	15:30	T R	30	50%	3.00	2.60	87%	15	13	87%
			101	18:30	W	30	70%	4.20	3.60	86%	21	18	86%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	PSY	101	9:30	T R	35	66%	4.60	2.80	61%	23	14	61%
			101	8:00	M W	25	40%	2.00	1.60	80%	10	8	80%
			101	11:00	M W	35	97%	6.80	5.20	76%	34	26	76%
			101	17:00	T R	35	40%	2.80	2.40	86%	14	12	86%
			205	14:00	T R	30	97%	5.80	3.60	62%	29	18	62%
			230	12:30	T R	25	76%	3.80	3.60	95%	19	18	95%
			233	14:00	M W	25	60%	3.00	3.00	100%	15	15	100
			236	12:30	M W	25	68%	3.40	2.80	82%	17	14	82%
			240	12:30	T R	30	37%	2.20	2.00	91%	11	10	91%
			240	14:00	M W	25	40%	2.00	1.40	70%	10	7	70%
			240	18:30	R	35	51%	3.60	3.20	89%	18	16	89%
			Summary for 'Prefix' = PSY (15 detail records)										
				Summary				*56.20*	*45.60*		*281*	*228*	
				Average			*62%*			*83%*			*83%*
Flag	L/arts	SLG	101	15:30	M W	20	125%	5.00	4.00	80%	25	20	80%
			101	10:00	T R	20	125%	5.00	3.80	76%	25	19	76%
			102	19:00	W	20	60%	2.40	2.40	100%	12	12	100
			102	17:30	T R	20	40%	1.60	1.40	87%	8	7	88%
			102	17:00	M W	20	60%	2.40	2.20	92%	12	11	92%
			201	18:30	M W	20	15%	0.60	0.60	100%	3	3	100
			Summary for 'Prefix' = SLG (6 detail records)										
				Summary				*17.00*	*14.40*		*85*	*72*	
				Average			*71%*			*89%*			*89%*
Flag	L/arts	SOC	101	18:30	M	35	63%	4.40	4.20	95%	22	21	95%
			101	8:30	M W F	35	49%	3.40	3.00	88%	17	15	88%
			101	12:30	T R	35	94%	6.60	5.20	79%	33	26	79%
			125	18:30	W	25	60%	3.00	2.80	93%	15	14	93%
			130	18:30	T	25	80%	4.00	3.40	85%	20	17	85%

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Flag	L/arts	SOC	130	11:00	T R	35	94%	6.60	6.20	94%	33	31	94%
			140	15:30	T R	35	29%	2.00	1.60	80%	10	8	80%
			142	18:30	R	25	60%	3.00	2.60	87%	15	13	87%
			Summary for 'Prefix' = SOC (8 detail records)										
				Summary				*33.00*	*29.00*		*165*	*145*	
				Average			*66%*			*88%*			*88%*
Flag	L/arts	SPA	101	12:30	M W	25	88%	5.87	5.07	86%	22	19	86%
			101	8:30	M W	25	108%	7.20	4.53	63%	27	17	63%
			101	15:00	M W	25	100%	6.67	4.00	60%	25	15	60%
			101	19:00	T R	25	96%	6.40	4.53	71%	24	17	71%
			101	9:30	T R	25	92%	6.13	4.80	78%	23	18	78%
			102	9:30	M W	25	84%	5.60	4.27	76%	21	16	76%
			102	8:30	T R	25	64%	4.27	3.73	88%	16	14	88%
			102	19:00	T R	25	76%	5.07	4.00	79%	19	15	79%
			131	18:30	M	25	52%	2.60	1.60	62%	13	8	62%
			202	12:30	T R	25	36%	2.40	2.40	100%	9	9	100
			298	9:00	M T W	25	32%	1.60	1.40	87%	8	7	88%
			Summary for 'Prefix' = SPA (11 detail records)										
				Summary				*53.80*	*40.33*		*207*	*155*	
				Average			*75%*			*77%*			*77%*
Flag	L/arts	SPC	100	12:45	T	25	52%	2.60	2.60	100%	13	13	100
			100	18:30	R	15	87%	2.60	2.40	92%	13	12	92%
			100	12:30	M	15	100%	3.00	2.80	93%	15	14	93%
			Summary for 'Prefix' = SPC (3 detail records)										
				Summary				*8.20*	*7.80*		*41*	*39*	
				Average			*80%*			*95%*			*95%*
Flag	L/arts	THR	101	18:00	R	25	88%	4.40	3.80	86%	22	19	86%
			110	18:00	W	25	48%	2.40	1.80	75%	12	9	75%

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = THR (2 detail records)										
				Summary				*6.80*	*5.60*		*34*	*28*	
				Average			*68%*			*81%*			*81%*
Summary for 'Division' = L/arts (156 detail records)													
				Summary				*547.67*	*446.20*		*2763*	*2249*	
				Average			*74%*			*81%*			*81%*
Flag	mat/sci	BIO	100	19:00	T R	24	83%	5.33	5.07	95%	20	19	95%
			100	8:00	M W F	24	88%	5.60	3.73	67%	21	14	67%
			100	10:00	W F	24	79%	5.07	2.93	58%	19	11	58%
			105	14:00	T R	24	104%	6.67	5.07	76%	25	19	76%
			190	8:00	T R	24	46%	2.93	1.87	64%	11	7	64%
			201	12:00	M W	24	79%	5.07	4.80	95%	19	18	95%
			202	12:00	T R	24	79%	5.07	4.80	95%	19	18	95%
			202	8:00	M W F	24	29%	1.87	1.87	100%	7	7	100
			205	14:00	M R F	24	83%	5.33	5.33	100%	20	20	100
			Summary for 'Prefix' = BIO (9 detail records)										
				Summary				*42.93*	*35.47*		*161*	*133*	
				Average			*75%*			*83%*			*83%*
Flag	mat/sci	CHM	090	8:00	T R	24	58%	2.80	2.80	100%	14	14	100
			090	17:30	T R	24	54%	2.60	2.40	92%	13	12	92%
			130	10:00	T R	24	79%	5.07	4.00	79%	19	15	79%
			130	10:00	T R	24	79%	5.07	4.00	79%	19	15	79%
			130	14:00	M W	24	63%	4.00	2.93	73%	15	11	73%
			152	10:00	M W	24	29%	1.87	1.87	100%	7	7	100
			Summary for 'Prefix' = CHM (6 detail records)										
				Summary				*21.40*	*18.00*		*87*	*74*	
				Average			*60%*			*87%*			*87%*
Flag	mat/sci	GEO	131	15:00	M W	25	108%	7.20	4.00	56%	27	15	56%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	mat/sci	GEO	133	9:30	M W	35	97%	6.80	5.00	74%	34	25	74%
			Summary for 'Prefix' = GEO (2 detail records)										
					Summary			*14.00*	*9.00*		*61*	*40*	
					Average		*103 %*			*65%*			*65%*
Flag	mat/sci	GLG	100	19:00	M W	24	117%	7.47	6.67	89%	28	25	89%
			100	9:00	T R	24	142%	9.07	6.67	74%	34	25	74%
			Summary for 'Prefix' = GLG (2 detail records)										
					Summary			*16.53*	*13.33*		*62*	*50*	
					Average		*129 %*			*81%*			*81%*
Flag	mat/sci	MAT	121	14:00	T R	20	120%	6.40	5.87	92%	24	22	92%
			121	15:30	T R	25	152%	10.13	9.87	97%	38	37	97%
			121	9:00	M W	25	136%	9.07	8.27	91%	34	31	91%
			121	11:00	M W F	25	120%	8.00	6.67	83%	30	25	83%
			121	11:00	T R	20	135%	7.20	5.87	81%	27	22	81%
			121	18:00	M W	25	124%	8.27	7.20	87%	31	27	87%
			131	12:30	M W	25	56%	2.80	2.60	93%	14	13	93%
			142	11:00	T R	25	76%	3.80	3.40	89%	19	17	89%
			151	17:00	M W	25	136%	9.07	7.73	85%	34	29	85%
			151	12:30	T R	25	116%	7.73	4.80	62%	29	18	62%
			151	8:00	T R	25	80%	5.33	2.13	40%	20	8	40%
			151	8:00	M W F	25	64%	4.27	0.80	19%	16	3	19%
			151	15:30	T R	25	56%	3.73	2.93	79%	14	11	79%
			151	9:00	T R	25	96%	6.40	5.87	92%	24	22	92%
			151	19:00	M W	25	112%	7.47	6.93	93%	28	26	93%
			160	12:30	R	25	76%	3.80	3.60	95%	19	18	95%
			187	11:00	M W F	25	116%	9.67	8.00	83%	29	24	83%
			187	17:30	T R	25	72%	6.00	4.00	67%	18	12	67%
			212	18:30	V/	25	44%	3.67	-3.67	100%	11	11	100

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	mat/sci	MAT	220	9:00	M W F	25	60%	5.00	4.67	93%	15	14	93%
			230	9:00	T R	25	48%	4.00	2.67	67%	12	8	67%
			298	12:00	T R	1	100%	0.13	0.13	100%	1	1	100
			55	14:00	M W	25	92%	4.60	4.20	91%	23	21	91%
			55	8:00	F	25	36%	1.80	1.80	100%	9	9	100
			87	12:00	T R	25	96%	6.40	3.47	54%	24	13	54%
			87	9:30	M W F	25	76%	5.07	4.53	89%	19	17	89%
			87	17:50	T R	25	96%	6.40	6.13	96%	24	23	96%
			87	16:00	M W	25	72%	4.80	4.53	94%	18	17	94%
			87	13:00	M W	25	116%	7.73	5.60	72%	29	21	72%
			Summary for 'Prefix' = MAT (29 detail records)										
				Summary				*168.73*	*137.93*		*633*	*520*	
				Average			*92%*			*82%*			*82%*
Flag	mat/sci	NTR	135	18:00	R	24	75%	3.60	3.20	89%	18	16	89%
			Summary for 'Prefix' = NTR (1 detail record)										
				Summary				*3.60*	*3.20*		*18*	*16*	
				Average			*75%*			*89%*			*89%*
Flag	mat/sci	NUR	200	15:30	M	20	65%	1.73	1.47	85%	13	11	85%
			200	17:00	W	20	60%	1.60	1.33	83%	12	10	83%
			206	20:00	T R	35	43%	3.00	3.00	100%	15	15	100
			Summary for 'Prefix' = NUR (3 detail records)										
				Summary				*6.33*	*5.80*		*40*	*36*	
				Average			*56%*			*89%*			*89%*
Flag	mat/sci	PHY	101	13:00	T R	24	92%	4.40	3.00	68%	22	15	68%
			112	13:00	M W F	24	63%	4.00	2.93	73%	15	11	73%
			141	18:00	T R	24	83%	5.33	4.00	75%	20	15	75%
			180	18:00	M W	24	79%	5.07	3.73	74%	19	14	74%
			180	18:00	M W	24	79%	5.07	3.73	74%	19	14	74%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	mat/sci	PHY	262	8:30	M W	24	29%	1.40	1.40	100%	7	7	100
			Summary for 'Prefix' = PHY (6 detail records)										
				Summary				*25.27*	*18.80*		*102*	*76*	
				Average			*71%*			*77%*			*77%*
Flag	mat/sci	POS	222	19:00	W	25	68%	3.40	3.20	94%	17	16	94%
			Summary for 'Prefix' = POS (1 detail record)										
				Summary				*3.40*	*3.20*		*17*	*16*	
				Average			*68%*			*94%*			*94%*
Summary for 'Division' = mat/sci (59 detail records)													
				Summary				*302.20*	*244.73*		*1181*	*961*	
				Average			*83%*			*82%*			*82%*
Flag	occ/vo	ACC	100	18:30	M W	25	68%	5.67	3.67	65%	17	11	65%
			101	18:30	M	25	104%	5.20	2.80	54%	26	14	54%
			101	13:00	T R	25	76%	3.80	3.20	84%	19	16	84%
			101	10:00	T R	25	80%	4.00	3.40	85%	20	17	85%
			101	17:00	M W	25	76%	3.80	3.40	89%	19	17	89%
			102	18:30	W	25	92%	4.60	3.60	78%	23	18	78%
			102	14:00	M W	25	76%	3.80	3.20	84%	19	16	84%
			109	17:00	M W	25	28%	1.40	1.40	100%	7	7	100
			Summary for 'Prefix' = ACC (8 detail records)										
				Summary				*32.27*	*24.67*		*150*	*116*	
				Average			*75%*			*80%*			*80%*
Flag	occ/vo	AHS	131	15:30	F	24	88%	4.20	2.60	62%	21	13	62%
			131	15:30	F	24	88%	4.20	2.60	62%	21	13	62%
			Summary for 'Prefix' = AHS (2 detail records)										
				Summary				*8.40*	*5.20*		*42*	*26*	
				Average			*88%*			*62%*			*62%*
Flag	occ/vo	AJS	101	18:00	T	25	84%	4.20	4.20	100%	21	21	100

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	AJS	200	18:00	W	25	48%	2.40	2.40	100%	12	12	100
			220	14:30	M W	25	52%	2.60	1.60	62%	13	8	62%
			280	8:00	M W	25	64%	3.20	2.20	69%	16	11	69%
			Summary for 'Prefix' = AJS (4 detail records)										
				Summary				*12.40*	*10.40*		*62*	*52*	
				Average			*62%*			*83%*			*83%*
Flag	occ/vo	AVT	131	18:30	M	25	60%	3.00	2.40	80%	15	12	80%
			132	18:30	W	15	107%	3.20	2.20	69%	16	11	69%
			Summary for 'Prefix' = AVT (2 detail records)										
				Summary				*6.20*	*4.60*		*31*	*23*	
				Average			*83%*			*74%*			*74%*
Flag	occ/vo	BUS	100	13:00	M W	25	104%	5.20	4.00	77%	26	20	77%
			105	18:30	T	25	48%	2.40	2.00	83%	12	10	83%
			111	9:00	R	25	84%	4.20	3.60	86%	21	18	86%
			200	13:00	M	25	40%	2.00	2.00	100%	10	10	100
			204	16:00	F S	25	80%	4.00	4.00	100%	20	20	100
			207	18:30	W	25	88%	4.40	3.60	82%	22	18	82%
			213	18:00	R	25	88%	4.40	2.60	59%	22	13	59%
			214	10:00	M W	25	64%	3.20	3.20	100%	16	16	100
			214	18:30	T	25	72%	3.60	3.20	89%	18	16	89%
			232	17:00	M W	25	108%	5.40	4.80	89%	27	24	89%
			Summary for 'Prefix' = BUS (10 detail records)										
				Summary				*38.80*	*33.00*		*194*	*165*	
				Average			*78%*			*86%*			*86%*
Flag	occ/vo	CIS	102	8:00	T	24	79%	2.53	2.40	95%	19	18	95%
			102	12:00	R	24	83%	2.67	2.53	95%	20	19	95%
			102	17:00	R	25	52%	1.73	1.20	69%	13	9	69%
			102	19:00	W	25	92%	3.07	1.47	48%	23	11	48%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	CIS	112	19:30	W	24	67%	2.13	1.73	81%	16	13	81%
			112	8:00	M	24	79%	2.53	2.13	84%	19	16	84%
			112	19:00	T	24	92%	2.93	2.27	77%	22	17	77%
			112	14:30	W	24	63%	2.00	0.93	47%	15	7	47%
			115	14:30	S	24	54%	0.87	0.80	92%	13	12	92%
			115	18:00	R	24	71%	1.13	1.13	100%	17	17	100
			115	12:00	T	24	79%	1.27	1.27	100%	19	19	100
			115	18:00	R	25	32%	0.53	0.53	100%	8	8	100
			115	12:00	T	25	64%	1.07	1.00	94%	16	15	94%
			120	13:00	W	25	100%	5.00	3.80	76%	25	19	76%
			120	8:00	W	25	64%	3.20	2.00	63%	16	10	63%
			120	10:00	T	25	108%	5.40	5.00	93%	27	25	93%
			120	17:30	M	25	108%	5.40	4.00	74%	27	20	74%
			120	8:00	M	25	84%	4.20	3.80	90%	21	19	90%
			120	18:00	T	25	96%	4.80	4.00	83%	24	20	83%
			120	14:00	R	25	100%	5.00	3.80	76%	25	19	76%
			120	18:30	R	25	92%	4.60	4.60	100%	23	23	100
			120	8:00	F	25	40%	2.00	1.40	70%	10	7	70%
			122	10:00	M	24	88%	2.80	1.60	57%	21	12	57%
			123	9:00	W	24	75%	2.40	1.87	78%	18	14	78%
			124	8:30	R	24	79%	2.53	2.27	89%	19	17	89%
			125	18:00	W	24	92%	4.40	3.00	68%	22	15	68%
			220	10:00	T R	24	67%	3.20	2.80	87%	16	14	88%
			223	10:00	R	24	75%	2.40	2.27	94%	18	17	94%
			223	18:00	M W	24	33%	1.07	0.93	88%	8	7	88%
			224	17:00	W	24	42%	1.33	1.20	90%	10	9	90%
			224	17:00	W	24	42%	1.33	1.20	90%	10	9	90%

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = CIS (31 detail records)										
				Summary				*85.53*	*68.93*		*560*	*457*	
				Average			*74%*			*82%*			*82%*
Flag	occ/vo	COE	298			1	100%	0.20	0.00	0%	1	0	0%
			Summary for 'Prefix' = COE (1 detail record)										
				Summary				*0.20*	*0.00*		*1*	*0*	
				Average			*100%*			*0%*			*0%*
Flag	occ/vo	DFT	125	18:00	R	19	100%	3.80	3.20	84%	19	16	84%
			145	18:00	T	19	53%	2.00	1.80	90%	10	9	90%
			150	9:00	S	24	50%	2.40	1.40	58%	12	7	58%
			150	18:00	T	24	104%	5.00	4.60	92%	25	23	92%
			150	8:00	T R	24	92%	4.40	3.60	82%	22	18	82%
			200	8:00	M W	24	50%	2.40	2.20	92%	12	11	92%
			250	16:00	T R	24	21%	1.00	0.60	60%	5	3	60%
			260	18:00	M	24	21%	1.00	1.00	100%	5	5	100
			Summary for 'Prefix' = DFT (8 detail records)										
				Summary				*22.00*	*18.40*		*110*	*92*	
				Average			*61%*			*82%*			*82%*
Flag	occ/vo	ECN	204	9:00	T R	25	104%	5.20	4.60	88%	26	23	88%
			204	18:30	T	25	72%	3.60	3.20	89%	18	16	89%
			205	17:00	T R	25	100%	5.00	4.40	88%	25	22	88%
			205	10:00	M W	25	96%	4.80	4.60	96%	24	23	96%
			205	10:00	M W	25	96%	4.80	4.60	96%	24	23	96%
			Summary for 'Prefix' = ECN (5 detail records)										
				Summary				*23.40*	*21.40*		*117*	*107*	
				Average			*94%*			*91%*			*91%*
Flag	occ/vo	EDU	200	18:00	M	25	100%	5.00	4.00	80%	25	20	80%
			200	14:00	M W	25	108%	5.40	4.80	89%	27	24	89%

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Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	EDU	250		F S	25	32%	1.60	1.40	87%	8	7	88%
			Summary for 'Prefix' = EDU (3 detail records)										
				Summary				*12.00*	*10.20*		*60*	*51*	
				Average			*80%*			*85%*			*85%*
Flag	occ/vo	ELT	150	19:00	R	16	94%	2.00	1.87	93%	15	14	93%
			Summary for 'Prefix' = ELT (1 detail record)										
				Summary				*2.00*	*1.87*		*15*	*14*	
				Average			*94%*			*93%*			*93%*
Flag	occ/vo	EMS	100	12:30	M W	24	100%	4.80	3.80	79%	24	19	79%
			131	18:00	M W	20	100%	9.33	8.87	95%	20	19	95%
			131	18:00	T R	20	100%	9.33	9.33	100%	20	20	100
			131	20:00	T	20	100%	9.33	8.40	90%	20	18	90%
			211	8:00	S	20	95%	2.53	2.53	100%	19	19	100
			Summary for 'Prefix' = EMS (5 detail records)										
				Summary				*35.33*	*32.93*		*103*	*95*	
				Average			*99%*			*93%*			*93%*
Flag	occ/vo	FSC	235	18:30	T	25	56%	2.80	2.80	100%	14	14	100
			236	18:00	R	25	56%	2.80	2.80	100%	14	14	100
			238	18:30	M	25	72%	3.60	3.60	100%	18	18	100
			Summary for 'Prefix' = FSC (3 detail records)										
				Summary				*9.20*	*9.20*		*46*	*46*	
				Average			*61%*			*100%*			*100%*
Flag	occ/vo	HRM	100	18:30	T	25	36%	1.80	1.80	100%	9	9	100
			220	18:30	M	25	32%	1.60	1.60	100%	8	8	100
			Summary for 'Prefix' = HRM (2 detail records)										
				Summary				*3.40*	*3.40*		*17*	*17*	
				Average			*34%*			*100%*			*100%*
Flag	occ/vo	ITC	140	18:00	T	25	64%	3.20	3.20	100%	16	16	100

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	ITC	150D	18:00	M	20	75%	1.00	1.00	100%	15	15	100
			150E	18:00	M	18	78%	0.93	0.87	93%	14	13	93%
			150F	18:00	M	18	67%	1.60	0.67	42%	12	5	42%
			160D	18:00	W	18	28%	0.33	0.33	100%	5	5	100
			160E	18:00	W	18	28%	0.33	0.33	100%	5	5	100
			160F	18:00	W	18	33%	0.40	0.40	100%	6	6	100
			185	18:00	M	20	30%	1.20	1.20	100%	6	6	100
			185	8:00	S	18	67%	2.40	2.20	92%	12	11	92%
			185	8:00	S	18	67%	2.40	2.00	83%	12	10	83%
			185	8:00	S	18	61%	2.20	1.80	82%	11	9	82%
			210	18:00	R	20	30%	1.20	1.20	100%	6	6	100
			298	13:00	S	18	61%	1.47	1.20	82%	11	9	82%
			298	18:30	M	25	64%	2.13	0.93	44%	16	7	44%
			Summary for 'Prefix' = ITC (14 detail records)										
				Summary				*20.80*	*17.33*		*147*	*123*	
				Average			*54%*			*87%*			*87%*
Flag	occ/vo	MIT	140	18:00	T	18	78%	2.80	2.60	93%	14	13	93%
			141	18:00	W	18	89%	3.20	3.00	94%	16	15	94%
			Summary for 'Prefix' = MIT (2 detail records)										
				Summary				*6.00*	*5.60*		*30*	*28*	
				Average			*83%*			*93%*			*93%*
Flag	occ/vo	OIS	100	13:00	T R	24	54%	0.87	0.73	85%	13	11	85%
			100	17:00	M	24	79%	1.27	1.13	89%	19	17	89%
			110	17:00	T R	24	50%	2.40	1.60	67%	12	8	67%
			210	11:00	T R	24	33%	1.60	1.60	100%	8	8	100
			225	12:00	T	15	7%	0.20	0.20	100%	1	1	100
			230	16:00	M W	12	33%	0.80	0.80	100%	4	4	100
			240	16:00	M W	12	25%	0.60	0.60	100%	3	3	100

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Flag	occ/vo	OIS	242	12:00	T	24	21%	1.00	0.80	80%	5	4	80%
			298	20:50	T	15	27%	0.53	0.53	100%	4	4	100
			298	19:00	T	15	67%	1.33	1.20	90%	10	9	90%
			Summary for 'Prefix' = OIS (10 detail records)										
				Summary				*10.60*	*9.20*		*79*	*69*	
				Average			*40%*			*91%*			*91%*
Flag	occ/vo	RES	102	18:30	M	25	88%	4.40	3.40	77%	22	17	77%
			Summary for 'Prefix' = RES (1 detail record)										
				Summary				*4.40*	*3.40*		*22*	*17*	
				Average			*88%*			*77%*			*77%*
Summary for 'Division' = occ/voc (112 detail records)													
				Summary				*332.93*	*279.73*		*1786*	*1498*	
				Average			*70%*			*85%*			*85%*
Summary for 'Site' = Flag (327 detail records)													
				Summary				*1182.80*	*970.67*		*5730*	*4708*	
				Average			*74%*			*82%*			*82%*
G C	mat/sci	MAT	55	18:00	W			1.20	1.20	100%	6	6	100
			Summary for 'Prefix' = MAT (1 detail record)										
				Summary				*1.20*	*1.20*		*6*	*6*	
				Average						*100%*			*100%*
Summary for 'Division' = mat/sci (1 detail record)													
				Summary				*1.20*	*1.20*		*6*	*6*	
				Average						*100 %*			*100%*
G C	occ/vo	CIS	102	18:00	M	24	50%	1.60	1.20	75%	12	9	75%
			Summary for 'Prefix' = CIS (1 detail record)										
				Summary				*1.60*	*1.20*		*12*	*9*	
				Average			*50%*			*75%*			*75%*

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Summary for 'Division' = occ/voc (1 detail record)													
				Summary				*1.60*	*1.20*		*12*	*9*	
				Average			*50%*			*75%*			*75%*
Summary for 'Site' = G C (2 detail records)													
				Summary				*2.80*	*2.40*		*18*	*15*	
				Average			*50%*			*88%*			*88%*
NAU	L/arts	ENG	100X	9:10	M W F	22	73%	3.20	3.20	100%	16	16	100
			Summary for 'Prefix' = ENG (1 detail record)										
				Summary				*3.20*	*3.20*		*16*	*16*	
				Average			*73%*			*100%*			*100%*
Summary for 'Division' = L/arts (1 detail record)													
				Summary				*3.20*	*3.20*		*16*	*16*	
				Average			*73%*			*100 %*			*100%*
NAU	mat/sci	MAT	101X	9:35	T R	25	100%	5.00	4.40	88%	25	22	88%
			101X	10:20	M W F	25	68%	3.40	2.60	76%	17	13	76%
			102X	11:30	M T W	25	76%	5.07	3.20	63%	19	12	63%
			102X	15:00	M W	25	88%	5.87	4.27	73%	22	16	73%
			102X	18:00	M W	25	48%	3.20	2.93	92%	12	11	92%
			102X	17:40	T R	25	92%	6.13	4.53	74%	23	17	74%
			102X	13:50	M T W	25	64%	4.27	4.00	94%	16	15	94%
			102X	12:40	M T W	25	92%	6.13	5.87	96%	23	22	96%
			102X	10:20	M T W	25	96%	6.40	5.33	83%	24	20	83%
			102X	9:10	M T W	25	36%	2.40	1.87	78%	9	7	78%
			102X	8:00	M T W	25	80%	5.33	3.73	70%	20	14	70%
			102X	16:00	T R	25	52%	3.47	3.20	92%	13	12	92%
			Summary for 'Prefix' = MAT (12 detail records)										
				Summary				*56.67*	*45.93*		*223*	*181*	
				Average			*74%*			*82%*			*82%*

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
NAU	mat/sci	NUR	110	17:00	M	20	75%	3.00	2.00	67%	15	10	67%
			110	14:00	T	20	90%	3.60	2.20	61%	18	11	61%
			222	8:00	T	30	97%	3.87	3.73	97%	29	28	97%
			222	17:00	T	30	97%	3.87	3.87	100%	29	29	100
			222	10:00	T	30	97%	3.87	3.87	100%	29	29	100
			Summary for 'Prefix' = NUR (5 detail records)										
				Summary				*18.20*	*15.67*		*120*	*107*	
				Average			*91%*			*85%*			*85%*
Summary for 'Division' = mat/sci (17 detail records)													
				Summary				*74.87*	*61.60*		*343*	*288*	
				Average			*79%*			*83%*			*83%*
Summary for 'Site' = NAU (18 detail records)													
				Summary				*78.07*	*64.80*		*359*	*304*	
				Average			*79%*			*84%*			*84%*
Page	L/arts	ANT	102	19:00	M	25	32%	1.60	1.20	75%	8	6	75%
			Summary for 'Prefix' = ANT (1 detail record)										
				Summary				*1.60*	*1.20*		*8*	*6*	
				Average			*32%*			*75%*			*75%*
Page	L/arts	ART	100	19:00	M	25	92%	4.60	3.80	83%	23	19	83%
			298	19:00	W	15	60%	1.20	1.20	100%	9	9	100
			Summary for 'Prefix' = ART (2 detail records)										
				Summary				*5.80*	*5.00*		*32*	*28*	
				Average			*76%*			*91%*			*91%*
Page	L/arts	DAN	298	9:00	T	1	100%	0.07	0.07	100%	1	1	100
			Summary for 'Prefix' = DAN (1 detail record)										
				Summary				*0.07*	*0.07*		*1*	*1*	
				Average			*100 %*			*100%*			*100%*
Page	L/arts	ENG	020	17:00	W	4	75%	0.20	0.07	33%	3	1	33%

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Page	L/arts	ENG	021	17:00	W	4	125%	0.33	0.20	60%	5	3	60%
			023	17:00	W	4	75%	0.20	0.07	33%	3	1	33%
			024	17:00	W	4	75%	0.20	0.20	100%	3	3	100
			025	17:00	W	4	50%	0.13	0.07	50%	2	1	50%
			060	19:00	M W	25	36%	1.80	1.00	56%	9	5	56%
			100	16:00	W	25	28%	1.40	0.80	57%	7	4	57%
			101	13:00	T R	25	68%	3.40	3.20	94%	17	16	94%
			101	19:00	W	25	56%	2.80	2.20	79%	14	11	79%
			102	17:30	M W	25	48%	2.40	1.60	67%	12	8	67%
			102	8:00	M T R	22	100%	4.40	4.20	95%	22	21	95%
			237	11:30	T R	25	40%	2.00	1.80	90%	10	9	90%
			Summary for 'Prefix' = ENG (12 detail records)										
					Summary			*19.27*	*15.40*		*107*	*83*	
					Average		*65%*			*68%*			*68%*
Page	L/arts	FRE	102	11:30	W	25	48%	3.20	3.20	100%	12	12	100
			Summary for 'Prefix' = FRE (1 detail record)										
					Summary			*3.20*	*3.20*		*12*	*12*	
					Average		*48%*			*100%*			*100%*
Page	L/arts	HIS	132	19:00	T R	25	108%	5.40	3.60	67%	27	18	67%
			Summary for 'Prefix' = HIS (1 detail record)										
					Summary			*5.40*	*3.60*		*27*	*18*	
					Average		*108 %*			*67%*			*67%*
Page	L/arts	MUP	107	20:00	W	15	127%	1.27	1.13	89%	19	17	89%
			Summary for 'Prefix' = MUP (1 detail record)										
					Summary			*1.27*	*1.13*		*19*	*17*	
					Average		*127 %*			*89%*			*89%*
Page	L/arts	PHE	298	8:00	T R	25	44%	0.73	0.67	91%	11	10	91%

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = PHE (1 detail record)										
				Summary				*0.73*	*0.67*		*11*	*10*	
				Average			*44%*			*91%*			*91%*
Page	L/arts	PHI	101	11:30	M W	25	80%	4.00	3.60	90%	20	18	90%
			Summary for 'Prefix' = PHI (1 detail record)										
				Summary				*4.00*	*3.60*		*20*	*18*	
				Average			*80%*			*90%*			*90%*
Page	L/arts	POS	221	19:00	W	25	84%	1.40	1.40	100%	21	21	100
			Summary for 'Prefix' = POS (1 detail record)										
				Summary				*1.40*	*1.40*		*21*	*21*	
				Average			*84%*			*100%*			*100%*
Page	L/arts	SLG	102	19:00	W	20	60%	2.40	2.40	100%	12	12	100
			Summary for 'Prefix' = SLG (1 detail record)										
				Summary				*2.40*	*2.40*		*12*	*12*	
				Average			*60%*			*100%*			*100%*
Page	L/arts	SOC	101	10:00	T R	25	108%	5.40	4.80	89%	27	24	89%
			Summary for 'Prefix' = SOC (1 detail record)										
				Summary				*5.40*	*4.80*		*27*	*24*	
				Average			*108%*			*89%*			*89%*
Summary for 'Division' = L/arts (24 detail records)													
				Summary				*50.53*	*42.47*		*297*	*250*	
				Average			*72%*			*79%*			*79%*
Page	mat/sci	BIO	105	17:00	M W	25	36%	2.40	1.87	78%	9	7	78%
			Summary for 'Prefix' = BIO (1 detail record)										
				Summary				*2.40*	*1.87*		*9*	*7*	
				Average			*36%*			*78%*			*78%*
Page	mat/sci	MAT	121	17:00	T R	25	56%	3.73	2.40	64%	14	9	64%
			131	17:30	T R	25	28%	1.87	1.87	100%	7	7	100

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Page	mat/sci	MAT	151	17:00	T R	25	88%	5.87	5.60	95%	22	21	95%
			151	9:40	M R	25	36%	2.40	2.40	100%	9	9	100
			187		M W F	25	40%	3.33	3.33	100%	10	10	100
			220	11:55	M W F	25	40%	3.33	3.33	100%	10	10	100
			87	17:00	T R	25	84%	5.60	4.53	81%	21	17	81%
			Summary for 'Prefix' = MAT (7 detail records)										
				Summary				*26.13*	*23.47*		*93*	*83*	
				Average			*53%*			*92%*			*92%*
Summary for 'Division' = mat/sci (8 detail records)													
				Summary				*28.53*	*25.33*		*102*	*90*	
				Average			*51%*			*90%*			*90%*
Page	occ/vo	ACC	104	16:00	M W	25	12%	0.60	0.60	100%	3	3	100
			206	19:00	M	25	48%	2.40	2.00	83%	12	10	83%
			Summary for 'Prefix' = ACC (2 detail records)										
				Summary				*3.00*	*2.60*		*15*	*13*	
				Average			*30%*			*92%*			*92%*
Page	occ/vo	BUS	100	17:00	T	25	32%	1.60	1.20	75%	8	6	75%
			214	19:00	M	25	32%	1.60	1.20	75%	8	6	75%
			Summary for 'Prefix' = BUS (2 detail records)										
				Summary				*3.20*	*2.40*		*16*	*12*	
				Average			*32%*			*75%*			*75%*
Page	occ/vo	CIS	102	11:00	T R	25	84%	2.80	2.40	86%	21	18	86%
			112	18:00	T	25	80%	2.67	1.60	60%	20	12	60%
			115	8:00	S	25	56%	0.93	0.93	100%	14	14	100
			120	17:00	T	25	96%	4.80	4.40	92%	24	22	92%
			122	17:00	M W	25	84%	2.80	2.53	90%	21	19	90%
			123	18:00	M W	25	64%	2.13	1.73	81%	16	13	81%
			220	19:00	T R	25	36%	1.80	1.60	89%	9	8	89%

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Page	occ/vo	CIS	223	18:00	M W	24	33%	1.07	1.07	100%	8	8	100
			Summary for 'Prefix' = CIS (8 detail records)										
				Summary				19.00	16.27		133	114	
				Average			67%			87%			87%
Page	occ/vo	DFT	150	17:00	M T	25	32%	1.60	1.60	100%	8	8	100
			Summary for 'Prefix' = DFT (1 detail record)										
				Summary				1.60	1.60		8	8	
				Average			32%			100%			100%
Page	occ/vo	EDU	200	19:00	R	25	76%	3.80	3.60	95%	19	18	95%
			Summary for 'Prefix' = EDU (1 detail record)										
				Summary				3.80	3.60		19	18	
				Average			76%			95%			95%
Page	occ/vo	EMS	131	18:00	T R	25	44%	5.13	4.20	82%	11	9	82%
			Summary for 'Prefix' = EMS (1 detail record)										
				Summary				5.13	4.20		11	9	
				Average			44%			82%			82%
Page	occ/vo	HRM	100	16:00	M W	25	44%	2.20	2.20	100%	11	11	100
			Summary for 'Prefix' = HRM (1 detail record)										
				Summary				2.20	2.20		11	11	
				Average			44%			100%			100%
Page	occ/vo	OIS	100	12:30	M	24	13%	0.20	0.20	100%	3	3	100
			110	12:30	M W	24	29%	1.40	1.40	100%	7	7	100
			110	12:30	M W	24	29%	1.40	1.40	100%	7	7	100
			130	12:30	M W	24	17%	0.80	0.80	100%	4	4	100
			130	12:30	M W	24	17%	0.80	0.80	100%	4	4	100
			210	12:30	M W	24	8%	0.40	0.40	100%	2	2	100
			210	12:30	M W	24	8%	0.40	0.40	100%	2	2	100

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Summary for 'Prefix' = OIS (7 detail records)													
Summary								*5.40*	*5.40*		*29*	*29*	
Average							*17%*			*100%*			*100%*
Summary for 'Division' = occ/voc (23 detail records)													
Summary								*43.33*	*38.27*		*242*	*214*	
Average							*42%*			*92%*			*92%*
Summary for 'Site' = Page (55 detail records)													
Summary								*122.40*	*106.07*		*641*	*554*	
Average							*56%*			*86%*			*86%*
W	L/arts	ART	298	18:00	R	15	87%	1.73	1.47	85%	13	11	85%
Summary for 'Prefix' = ART (1 detail record)													
Summary								*1.73*	*1.47*		*13*	*11*	
Average							*87%*			*85%*			*85%*
W	L/arts	ENG	238			25	48%	2.40	2.00	83%	12	10	83%
Summary for 'Prefix' = ENG (1 detail record)													
Summary								*2.40*	*2.00*		*12*	*10*	
Average							*48%*			*83%*			*83%*
W	L/arts	SPA	102	7:55	M T W	25	40%	2.67	2.67	100%	10	10	100
Summary for 'Prefix' = SPA (1 detail record)													
Summary								*2.67*	*2.67*		*10*	*10*	
Average							*40%*			*100%*			*100%*
Summary for 'Division' = L/arts (3 detail records)													
Summary								*6.80*	*6.13*		*35*	*31*	
Average							*58%*			*89%*			*89%*
W	mat/sci	BIO	105	18:00	T R	25	32%	2.13	2.13	100%	8	8	100
Summary for 'Prefix' = BIO (1 detail record)													
Summary								*2.13*	*2.13*		*8*	*8*	
Average							*32%*			*100%*			*100%*

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Summary for 'Division' = mat/sci (1 detail record)													
				Summary				2.13	2.13		8	8	
				Average			32%			100 %			100%
Summary for 'Site' = W (4 detail records)													
				Summary				8.93	8.27		43	39	
				Average			52%			92%			92%
Grand Total	*Grand Total*							**Overall Summary**	1397.53		1153.93	6810 5633	
	Overall Average						72%			83%			83%

Retention Results Fall 1998

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
CN	occ/vo	CIS	122	13:00	t r	15	93	1.87	1.60	86	14	12	86
			122	14:30	t r	20	40	1.07	0.93	88	8	7	88
			Summary for 'Prefix' = CIS (2 detail records)										
				Summary				*2.93*	*2.53*		*22*	*19*	
				Average			*67 %*			*87 %*			*87 %*
Summary for 'Division' = occ/voc (2 detail records)													
				Summary				*2.93*	*2.53*		*22*	*19*	
				Average			*67 %*			*87 %*			*87 %*
Summary for 'Site' = CN (2 detail records)													
				Summary				*2.93*	*2.53*		*22*	*19*	
				Average			*67 %*			*87 %*			*87 %*
Flag	L/arts	ANT	101	9:30	m w	35	43	3.00	2.40	93	15	12	80
			102	11:00	t r	35	103	7.20	6.20	92	36	31	86
			102	8:30	m w f	35	49	3.40	3.20	100	17	16	94
			110	18:30	r	35	37	2.60	2.60	100	13	13	100
			241	15:00	t r	30	57	3.40	3.40	100	17	17	100
			Summary for 'Prefix' = ANT (5 detail records)										
				Summary				*19.60*	*17.80*		*98*	*89*	
				Average			*58 %*			*97 %*			*92 %*
Flag	L/arts	ART	100	8:00	m w f	30	53	3.20	2.80	88	16	14	88
			100	14:00	m w	30	100	6.00	5.00	100	30	25	83
			100	11:00	t r	30	103	6.20	5.40	94	31	27	87
			110	11:00	t r	15	107	3.20	2.80	94	16	14	88
			110	18:00	t r	15	93	2.80	1.60	100	14	8	57
			110	8:00	m w	15	107	3.20	2.20	94	16	11	69
			114	11:00	m w	15	87	2.60	2.40	100	13	12	92

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Flag	L/arts	ART	150	14:00	t r	25	88	4.40	3.60	100	22	18	82
			151	19:30	r	15	47	1.40	0.60	100	7	3	43
			194	18:00	m w	15	93	2.80	2.60	93	14	13	93
			201	9:30	t r	30	73	4.40	3.60	82	22	18	82
			201	19:00	t	30	57	3.40	2.40	82	17	12	71
			214	11:00	m w	15	20	0.60	0.60	100	3	3	100
			Summary for 'Prefix' = ART (13 detail records)										
				Summary				*44.20*	*35.60*		*221*	*178*	
				Average			*79 %*			*94 %*			*79 %*
Flag	L/arts	COU	102	9:30	t r	35	66	4.60	2.40	78	23	12	52
			102	15:30	m w	35	89	6.20	5.20	100	31	26	84
			131	18:30	t	28	29	1.07	1.07	100	8	8	100
			132	18:30	t	28	39	0.73	0.73	100	11	11	100
			Summary for 'Prefix' = COU (4 detail records)										
				Summary				*12.60*	*9.40*		*73*	*57*	
				Average			*55 %*			*95 %*			*84 %*
Flag	L/arts	DAN	120	9:00	m w	20	65	1.73	1.20	69	13	9	69
			250	8:00	t r	20	70	2.80	2.00	79	14	10	71
			298	9:00	t	1	100	0.07	0.07	100	1	1	100
			Summary for 'Prefix' = DAN (3 detail records)										
				Summary				*4.60*	*3.27*		*28*	*20*	
				Average			*78 %*			*83 %*			*80 %*
Flag	L/arts	EDU	200	14:00	m w	30	83	5.00	4.20	96	25	21	84
			Summary for 'Prefix' = EDU (1 detail record)										
				Summary				*5.00*	*4.20*		*25*	*21*	
				Average			*83 %*			*96 %*			*84 %*
Flag	L/arts	ENG	029	18:00	t	25	64	3.20	2.00	81	16	10	63
			030	18:00	t	25	40	2.00	1.80	90	10	9	90

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	ENG	031	18:00	w	25	48	2.40	1.80	92	12	9	75
			050	9:00	f	20	40	0.60	0.47	78	9	7	78
			060	15:00	t	25	100	5.00	3.00	92	25	15	68
			060	11:00	m w	25	104	5.20	4.00	85	26	20	77
			060	18:00	r	25	72	3.60	3.00	100	18	15	83
			100	18:00	w	25	64	3.20	2.40	75	16	12	75
			100	13:00	f	25	68	3.40	2.20	100	17	11	65
			100	11:00	t r	25	104	5.20	5.00	96	26	25	96
			101	18:00	w	20	90	3.60	3.20	94	18	16	89
			101	17:30	m w	25	88	4.40	3.20	73	22	16	73
			101	9:30	m w	25	112	5.60	5.20	96	28	26	93
			101	11:30	t r	25	100	5.00	4.20	100	25	21	84
			101	17:30	t	25	64	3.20	2.80	100	16	14	88
			101	9:00	f	25	100	5.00	4.20	100	25	21	84
			101	17:30	r	22	59	2.60	2.20	100	13	11	85
			101	11:30	m w	25	80	4.00	4.00	100	20	20	100
			101	10:00	m w	25	112	5.60	3.40	89	28	17	61
			101	9:00	t r	25	112	5.60	5.20	96	28	26	93
			101	9:30	s	25	28	1.40	1.20	100	7	6	86
			101	9:00	t r	25	32	1.60	1.00	88	8	5	63
			102	9:00	m w	25	76	3.80	3.60	95	19	18	95
			102	17:30	t r	25	108	5.40	4.60	85	27	23	85
			102	13:30	t r	25	104	5.20	4.40	85	26	22	85
			102	13:00	f	25	72	3.60	2.80	83	18	14	78
			102	9:30	s	25	48	2.40	1.60	100	12	8	67
			102	12:30	m w	25	108	5.40	4.00	93	27	20	74
			102	12:30	t r	25	88	4.40	3.60	82	22	18	82
			102	9:00	t r	25	80	4.00	3.00	75	20	15	75

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Flag	L/arts	ENG	139	15:00	m w	25	36	1.80	1.40	89	9	7	78
			237	9:30	f	25	36	1.80	1.60	100	9	8	89
			238	12:30	t r	25	80	4.00	3.20	90	20	16	80
			Summary for 'Prefix' = ENG (33 detail records)										
				Summary				*123.20*	*99.27*		*622*	*501*	
				Average			*76 %*			*91 %*			*80 %*
Flag	L/arts	HIS	131	12:30	t r	35	97	6.80	5.60	100	34	28	82
			131	18:30	m	35	77	5.40	5.00	93	27	25	93
			131	8:00	m w	35	109	7.60	4.20	82	38	21	55
			132	15:30	m w	35	63	4.40	3.60	95	22	18	82
			132	14:00	t r	35	66	4.60	3.80	100	23	19	83
			136	18:30	t	35	57	4.00	2.60	95	20	13	65
			201	8:00	t r	28	57	3.20	2.40	88	16	12	75
			250	15:30	t r	35	43	3.00	3.00	100	15	15	100
			Summary for 'Prefix' = HIS (8 detail records)										
				Summary				*39.00*	*30.20*		*195*	*151*	
				Average			*71 %*			*94 %*			*79 %*
Flag	L/arts	HUM	241	9:30	m w	25	92	4.60	4.40	96	23	22	96
			241	9:00	f	25	84	4.20	2.80	95	21	14	67
			242	18:00	m	25	92	4.60	3.40	91	23	17	74
			Summary for 'Prefix' = HUM (3 detail records)										
				Summary				*13.40*	*10.60*		*67*	*53*	
				Average			*89 %*			*94 %*			*79 %*
Flag	L/arts	MUP	101	12:00	m w	8	113	1.20	1.07	100	9	8	89
			102	9:00	m w	8	100	1.07	0.80	75	8	6	75
			103	10:30	m w	8	88	0.93	0.53	100	7	4	57
			107	11:00	t r	15	120	1.20	0.87	78	18	13	72
			108	12:00	t r	15	53	1.07	0.80	88	8	6	75

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	MUP	117	18:30	r	50	88	2.93	2.93	100	44	44	100
			Summary for 'Prefix' = MUP (6 detail records)										
				Summary				*8.40*	*7.00*		*94*	*81*	
				Average			*94 %*			*90 %*			*78 %*
Flag	L/arts	MUS	100	9:00	t r	20	100	4.00	2.60	100	20	13	65
			100	9:00	m w	20	100	4.00	4.00	100	20	20	100
			103	16:00	m w	8	88	0.47	0.40	86	7	6	88
			145	15:00	m w	20	70	2.80	2.00	100	14	10	71
			207	12:30	m w	20	65	2.60	2.20	100	13	11	85
			Summary for 'Prefix' = MUS (5 detail records)										
				Summary				*13.87*	*11.20*		*74*	*60*	
				Average			*85 %*			*97 %*			*82 %*
Flag	L/arts	NAV	101	15:00	m w	25	100	6.67	6.40	96	25	24	96
			Summary for 'Prefix' = NAV (1 detail record)										
				Summary				*6.67*	*6.40*		*25*	*24*	
				Average			*100 %*			*96 %*			*96 %*
Flag	L/arts	PHI	101	13:00	f	30	90	5.40	3.40	100	27	17	63
			101	11:00	m w	30	93	5.60	4.40	93	28	22	79
			105	18:15	m	35	109	7.60	6.60	87	38	33	87
			105	12:30	t r	35	83	5.80	4.80	83	29	24	83
			201	18:30	r	30	87	5.20	3.60	100	26	18	69
			Summary for 'Prefix' = PHI (5 detail records)										
				Summary				*29.60*	*22.80*		*148*	*114*	
				Average			*92 %*			*92 %*			*76 %*
Flag	L/arts	POS	101	9:30	t r	28	61	3.40	2.20	88	17	11	65
			110	15:30	m w	28	43	2.40	2.20	100	12	11	92
			220	18:30	t	25	28	1.40	1.20	100	7	6	86

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
			Summary for 'Prefix' = POS (3 detail records)										
				Summary				*7.20*	*5.60*		*36*	*28*	
				Average			*44 %*			*96 %*			*81 %*
Flag	L/arts	PSY	101	15:30	t r	35	83	5.80	4.60	100	29	23	79
			101	9:00	f	35	43	3.00	2.20	93	15	11	73
			101	12:30	t r	30	107	6.40	5.20	91	32	26	81
			101	8:00	t r	30	90	5.40	3.80	78	27	19	70
			101	14:00	m w	35	69	4.80	3.20	92	24	16	67
			101	11:00	m w	35	89	6.20	5.40	100	31	27	87
			101	19:00	m w f	35	40	2.80	1.60	86	14	8	57
			205	12:30	m w	28	89	5.00	3.40	92	25	17	68
			230	18:30	r	25	48	2.40	2.00	92	12	10	92
			230	17:00	w	25	44	2.20	2.20	100	11	11	100
			230	14:00	m w	4	100	0.80	0.40	100	4	2	50
			234	18:30	t	30	40	2.40	2.00	92	12	10	83
			236	11:00	t r	28	61	3.40	3.40	100	17	17	100
			236	18:30	t	30	47	2.80	1.80	86	14	9	64
			240	14:00	m w	35	60	4.20	4.00	95	21	20	95
			240	12:30	t r	28	82	4.60	3.20	87	23	16	70
			Summary for 'Prefix' = PSY (16 detail records)										
				Summary				*62.20*	*48.40*		*311*	*242*	
				Average			*68 %*			*93 %*			*77 %*
Flag	L/arts	SLG	101	11:30	t w r	20	130	5.20	3.40	85	26	17	65
			101	11:00	t r	20	120	4.80	4.80	100	24	24	100
			102	17:00	t r	20	100	4.00	3.80	100	20	19	95
			Summary for 'Prefix' = SLG (3 detail records)										
				Summary				*14.00*	*12.00*		*70*	*60*	
				Average			*117 %*			*95 %*			*87 %*

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Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	L/arts	SOC	101	9:30	m w	35	100	7.00	4.00	83	35	20	57
			101	11:00	t r	25	96	4.80	3.80	100	24	19	79
			101	18:30	r	28	93	5.20	4.00	104	26	20	77
			130	18:30	w	28	68	3.80	3.60	100	19	18	95
			130	12:30	m w	35	60	4.20	3.80	100	21	19	90
			140	14:00	t r	28	68	3.80	3.60	100	19	18	95
			142	14:00	m w	28	86	4.80	4.80	100	24	24	100
			Summary for 'Prefix' = SOC (7 detail records)										
				Summary				*33.60*	*27.60*		*168*	*138*	
				Average			*81 %*			*98 %*			*85 %*
Flag	L/arts	SPA	101	9:30	t r	25	104	6.93	5.07	96	26	19	73
			101	8:30	m w	25	104	6.93	4.80	96	26	18	69
			101	12:30	m w	25	96	6.40	4.00	79	24	15	63
			101	18:30	t r	25	104	6.93	5.60	100	26	21	81
			101	15:00	m w	25	100	6.67	5.60	100	25	21	84
			102	9:30	m w	25	104	6.93	5.60	88	26	21	81
			131	18:30	m	25	72	4.80	2.93	89	18	11	61
			201	15:30	t r	25	48	3.20	2.67	83	12	10	83
			298	12:30	r	2	100	0.13	0.07	50	2	1	50
			Summary for 'Prefix' = SPA (9 detail records)										
				Summary				*48.93*	*36.33*		*185*	*137*	
				Average			*92 %*			*87 %*			*72 %*
Flag	L/arts	SPC	100	11:00	t r	20	90	3.60	2.80	100	18	14	78
			100	17:30	r	25	68	3.40	3.20	100	17	16	94
			Summary for 'Prefix' = SPC (2 detail records)										
				Summary				*7.00*	*6.00*		*35*	*30*	
				Average			*79 %*			*100 %*			*86 %*
Flag	L/arts	THR	101	13:00	t r	25	60	3.00	3.00	100	15	15	100

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = THR (1 detail record)										
				Summary				3.00	3.00		15	15	
				Average			60 %			100 %			100 %
Summary for 'Division' = L/arts (128 detail records)													
				Summary				496.07	396.67		2490	1999	
				Average			78 %			93 %			80 %
Flag	mat/sci	BIO	100	8:00	m w	24	88	5.60	4.53	95	21	17	81
			100	14:00	t r	24	88	5.60	5.60	100	21	21	100
			100	19:00	t r	24	83	5.33	4.27	95	20	16	80
			105	14:00	t r	24	83	5.33	5.33	100	20	20	100
			184	10:00	w	24	46	2.93	2.13	91	11	8	73
			201	12:00	m w	24	100	6.40	5.33	92	24	20	83
			202	12:00	t r	24	46	2.93	2.93	91	11	11	100
			205	14:00	w f	24	88	4.20	4.00	100	21	20	95
			Summary for 'Prefix' = BIO (8 detail records)										
				Summary				38.33	34.13		149	133	
				Average			78 %			95 %			89 %
Flag	mat/sci	CHM	090	17:00	t r	24	67	4.27	3.47	100	16	13	81
			090	8:00	t r	24	75	3.60	2.60	100	18	13	72
			130	14:00	m w	24	38	2.40	1.07	78	9	4	44
			130	10:00	t r	24	67	4.27	2.93	100	16	11	69
			151	10:00	m w	24	88	5.60	3.73	100	21	14	67
			Summary for 'Prefix' = CHM (5 detail records)										
				Summary				20.13	13.80		80	55	
				Average			67 %			96 %			67 %
Flag	mat/sci	GEO	131	15:30	t r	30	107	6.40	5.60	91	32	28	88
			133	11:00	m w	30	113	6.80	5.20	94	34	26	76

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Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = GEO (2 detail records)										
				Summary				*13.20*	*10.80*		*66*	*54*	
				Average			*110 %*			*92 %*			*82 %*
Flag	mat/sci	GLG	101	19:00	m w	24	100	6.40	5.60	88	24	21	88
			101	9:00	t r	24	133	8.53	5.87	84	32	22	69
			111		tba	12	58	0.93	0.93	100	7	7	100
			112		tba	12	75	1.20	1.20	100	9	9	100
			Summary for 'Prefix' = GLG (4 detail records)										
				Summary				*17.07*	*13.60*		*72*	*59*	
				Average			*92 %*			*93 %*			*89 %*
Flag	mat/sci	MAT	055	17:50	m w	30	113	6.80	4.60	91	34	23	68
			055	8:30	t r	30	120	7.20	4.80	78	36	24	67
			087	11:40	m w	30	100	8.00	5.07	93	30	19	63
			087	8:00	t r	30	103	8.27	4.00	77	31	15	48
			087	10:00	t r	30	87	6.93	5.87	100	26	22	85
			087	17:30	m w	30	83	6.67	6.13	100	25	23	92
			121	19:40	t r	30	97	7.73	5.87	100	29	22	76
			121	12:00	t r	30	93	7.47	6.13	82	28	23	82
			121	15:30	t r	30	120	9.60	7.47	100	36	28	78
			121	17:40	m w	30	120	9.60	7.20	100	36	27	75
			121	9:00	m w f	30	117	9.33	7.20	77	35	27	77
			121	8:00	t r	30	107	8.53	6.40	91	32	24	75
			121	8:00	m w f	30	107	8.53	5.87	94	32	22	69
			121		tba	0	0	0.00	0.00	0	0	0	0
			130	14:00	t r	30	97	5.80	5.20	100	29	26	90
			142	10:00	t r	25	84	4.20	4.00	95	21	20	95
			151	17:40	t r	30	83	6.67	5.60	100	25	21	84
			151	11:00	m w f	30	83	6.67	5.60	84	25	21	84

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	mat/sci	MAT	151	15:30	m w	30	113	9.07	8.00	100	34	30	88
			151	10:00	t r	30	123	9.87	9.07	92	37	34	92
			151	19:40	m w	30	63	5.07	2.40	68	19	9	47
			151	12:00	t r	24	117	7.47	5.60	84	28	21	75
			160	14:00	m w	6	100	1.20	1.00	100	6	5	83
			172	9:00	m w f	30	97	5.80	5.40	100	29	27	93
			187	10:15	m w f	30	70	7.00	5.67	86	21	17	81
			187	17:30	t r	30	77	7.67	7.33	96	23	22	96
			220	10:00	m w f	30	57	5.67	4.33	100	17	13	76
			Summary for 'Prefix' = MAT (27 detail records)										
				Summary				*186.80*	*145.80*		*724*	*565*	
				Average			*94 %*			*88 %*			*75 %*
Flag	mat/sci	PHY	100	13:00	m w	24	71	3.40	2.60	94	17	13	76
			111	16:00	t r	24	100	6.40	5.87	100	24	22	92
			180	18:00	m w	24	92	5.87	4.00	91	22	15	68
			Summary for 'Prefix' = PHY (3 detail records)										
				Summary				*15.67*	*12.47*		*63*	*50*	
				Average			*87 %*			*95 %*			*79 %*
Summary for 'Division' = mat/sci (49 detail records)													
				Summary				*291.20*	*230.60*		*1154*	*916*	
				Average			*88 %*			*91 %*			*78 %*
Flag	occ/vo	ACC	100	8:00	f	25	96	8.00	7.00	100	24	21	88
			101	17:00	m w	30	47	2.80	2.40	100	14	12	86
			101	18:30	m	25	88	4.40	3.40	91	22	17	77
			101	13:00	m w	25	88	4.40	3.60	100	22	18	82
			101	19:00	t r	35	54	3.80	3.20	84	19	16	84
			102	18:30	w	25	100	5.00	2.80	84	25	14	56
			102	13:30	t r	25	80	4.00	3.40	85	20	17	85

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	ACC	206	18:30	r	24	54	2.60	2.60	100	13	13	100
			210	18:30	w	35	20	1.40	1.40	100	7	7	100
			Summary for 'Prefix' = ACC (9 detail records)										
				Summary				*36.40*	*29.80*		*166*	*135*	
				Average			*70 %*			*94 %*			*84 %*
Flag	occ/vo	AHS	131	15:30	f	24	117	5.60	4.40	89	28	22	79
			Summary for 'Prefix' = AHS (1 detail record)										
				Summary				*5.60*	*4.40*		*28*	*22*	
				Average			*117 %*			*89 %*			*79 %*
Flag	occ/vo	AJS	101	18:00	t	25	80	4.00	3.40	95	20	17	85
			120	18:00	r	25	36	1.80	1.60	89	9	8	89
			160	8:30	m w	25	32	1.60	1.60	100	8	8	100
			230	11:00	t r	25	76	3.80	3.60	100	19	18	95
			260	18:30	m	25	28	1.40	1.00	71	7	5	71
			Summary for 'Prefix' = AJS (5 detail records)										
				Summary				*12.60*	*11.20*		*63*	*56*	
				Average			*50 %*			*91 %*			*88 %*
Flag	occ/vo	AUT	100	18:00	t	25	44	2.20	1.60	44	11	8	73
			Summary for 'Prefix' = AUT (1 detail record)										
				Summary				*2.20*	*1.60*		*11*	*8*	
				Average			*44 %*			*44 %*			*73 %*
Flag	occ/vo	AVT	131	18:30	w	25	80	4.00	3.00	85	20	15	75
			Summary for 'Prefix' = AVT (1 detail record)										
				Summary				*4.00*	*3.00*		*20*	*15*	
				Average			*80 %*			*85 %*			*75 %*
Flag	occ/vo	BUS	100	13:00	m w	25	64	3.20	3.00	100	16	15	94
			103	18:30	r	25	52	2.60	2.20	100	13	11	85
			111	16:00	w	25	88	4.40	4.20	95	22	21	95

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Flag	occ/vo	BUS	204	13:00	m	25	92	4.60	4.40	100	23	22	96
			206	18:30	r	25	56	2.80	2.40	93	14	12	86
			211	18:30	r	25	32	1.60	1.40	100	8	7	88
			214	17:00	m w	25	68	3.40	3.20	94	17	16	94
			214	10:00	t r	25	76	3.80	3.00	89	19	15	79
			216		tba	1	100	0.20	0.20	100	1	1	100
			232	14:00	m w	12	142	3.40	3.20	142	17	16	94
			Summary for 'Prefix' = BUS (10 detail records)										
				Summary				*30.00*	*27.20*		*150*	*136*	
				Average			*77 %*			*101 %*			*91 %*
Flag	occ/vo	CIS	102	19:00	w	24	83	2.67	1.73	75	20	13	65
			102	9:00	m	24	88	2.80	2.13	90	21	16	76
			102	8:00	t	24	50	1.60	1.20	75	12	9	75
			102	17:00	r	24	96	3.07	2.00	74	23	15	65
			111	16:00	t	24	25	0.40	0.40	100	6	6	100
			112	19:00	t	24	92	2.93	2.40	100	22	18	82
			112	17:00	r	24	75	2.40	2.00	75	18	15	83
			115		tba	24	92	1.47	1.40	95	22	21	95
			115	13:00	s	24	50	0.80	0.80	100	12	12	100
			115	9:00	r	24	50	0.80	0,73	92	12	11	92
			120	9:00	f	24	75	3.60	3.20	100	18	16	89
			120	19:00	r	24	92	4.40	3.60	100	22	18	82
			120	14:00	r	24	108	5.20	3.80	85	26	19	73
			120	9:00	r	24	117	5.60	5.60	100	28	28	100
			120	13:00	w	24	108	5.20	4.20	92	26	21	81
			120	9:00	t	24	92	4.40	3.00	100	22	15	68
			120	16:00	m	24	108	5.20	4.20	88	26	21	81
			120	8:00	m	24	96	4.60	4.00	100	23	20	87

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	CIS	120	19:00	t	24	104	5.00	4.80	100	25	24	96
			122	19:00	m	24	96	3.07	2.53	91	23	19	83
			123	9:00	w	24	67	2.13	2.13	100	16	16	100
			123	19:30	r	24	42	1.33	1.33	100	10	10	100
			124	17:00	w	24	67	2.13	1.73	94	16	13	81
			125	8:00	w	24	71	3.40	2.20	88	17	11	65
			127	11:30	m w	24	83	4.00	3.40	90	20	17	85
			220	10:00	t r	24	100	4.80	2.40	75	24	12	50
			224		tba	1	100	0.13	0.13	100	1	1	100
			298	17:00	t	25	80	1.33	1.00	75	20	15	75
			298	14:30	m	1	200	0.27	0.27	100	2	2	100
			298	12:00	t	25	80	1.33	1.07	80	20	16	80
			298	8:00	m	20	100	2.67	2.67	100	20	20	100
			298	9:00	r	25	32	0.53	0.53	100	8	8	100
			Summary for 'Prefix' = CIS (32 detail records)										
					Summary			*89.27*	*72.60*		*581*	*478*	
					Average		*85 %*			*92 %*			*85 %*
Flag	occ/vo	DFT	100	16:30	m	24	83	2.67	1.87	100	20	14	70
			125	18:00	r	19	79	3.00	2.60	93	15	13	87
			145	18:00	t	19	53	2.00	2.00	100	10	10	100
			150	8:00	t r	24	33	1.60	1.60	100	8	8	100
			150	18:00	t	24	113	5.40	4.20	89	27	21	78
			200	18:00	w	24	83	4.00	2.00	75	20	10	50
			225	18:00	m	24	71	3.40	2.00	59	17	10	59
			Summary for 'Prefix' = DFT (7 detail records)										
					Summary			*22.07*	*16.27*		*117*	*86*	
					Average		*74 %*			*88 %*			*78 %*
Flag	occ/vo	ECN	204	17:00	t r	25	104	5.20	4.80	92	26	24	92

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	ECN	204	17:00	t r	25	100	5.00	4.20	84	25	21	84
			205	9:00	t r	25	84	4.20	3.60	86	21	18	86
			205	18:30	w	25	64	3.20	1.80	88	16	9	56
			Summary for 'Prefix' = ECN (4 detail records)										
				Summary				*17.60*	*14.40*		*88*	*72*	
				Average			*88 %*			*87 %*			*80 %*
Flag	occ/vo	EDU	200	18:00	w	25	84	4.20	3.80	100	21	19	90
			Summary for 'Prefix' = EDU (1 detail record)										
				Summary				*4.20*	*3.80*		*21*	*19*	
				Average			*84 %*			*100 %*			*90 %*
Flag	occ/vo	ELT	150	18:00	r	18	89	2.13	2.13	100	16	16	100
			298	13:30	t r	20	80	0.00	0.00	81	16	13	81
			Summary for 'Prefix' = ELT (2 detail records)										
				Summary				*2.13*	*2.13*		*32*	*29*	
				Average			*84 %*			*91 %*			*91 %*
Flag	occ/vo	EMS	100	12:30	t r	30	90	5.40	4.20	85	27	21	78
			131	8:00	w	20	100	9.33	9.33	100	20	20	100
			131	18:00	t r	20	100	9.33	8.87	100	20	19	95
			131	18:00	m w	20	65	6.07	5.60	100	13	12	92
			231	8:30	m	25	52	5.20	5.20	100	13	13	100
			298		tba	25	76	3.80	3.40	95	19	17	89
			Summary for 'Prefix' = EMS (6 detail records)										
				Summary				*39.13*	*36.60*		*112*	*102*	
				Average			*81 %*			*97 %*			*92 %*
Flag	occ/vo	FSC	135	18:30	t	25	80	4.00	4.00	100	20	20	100
			200	18:30	m	25	72	3.60	3.20	100	18	16	89
			234	18:30	w	25	96	4.80	4.00	92	24	20	83

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = FSC (3 detail records)										
				Summary				*12.40*	*11.20*		*62*	*56*	
				Average			*83 %*			*97 %*			*91 %*
Flag	occ/vo	HRM	100	17:00	m	25	72	3.60	2.20	89	18	11	61
			235	18:30	t	30	37	2.20	2.20	100	11	11	100
			Summary for 'Prefix' = HRM (2 detail records)										
				Summary				*5.80*	*4.40*		*29*	*22*	
				Average			*54 %*			*94 %*			*81 %*
Flag	occ/vo	ITC	111	18:00	t	25	84	4.20	4.00	100	21	20	95
			160a	18:00	m	20	60	0.80	0.80	100	12	12	100
			160B	18:00	m	20	55	0.73	0.73	100	11	11	100
			175	18:00	m	25	24	1.20	1.00	100	6	5	83
			180	18:00	r	25	48	2.40	1.80	92	12	9	75
			185	8:30	s	25	44	1.47	0.93	64	11	7	64
			185	8:30	s	25	44	2.20	2.20	100	11	11	100
			185	8:30	s	25	44	2.20	1.40	64	11	7	64
			185	8:30	s	25	44	2.20	1.40	64	11	7	64
			298	12:00	s	25	44	1.47	1.07	73	11	8	73
			298	12:00	s	25	44	1.47	0.93	64	11	7	64
			298	12:00	s	25	44	1.47	1.47	100	11	11	100
			Summary for 'Prefix' = ITC (12 detail records)										
				Summary				*21.80*	*17.73*		*139*	*115*	
				Average			*48 %*			*85 %*			*82 %*
Flag	occ/vo	MIT	140	18:00	t	16	88	2.80	2.40	100	14	12	86
			298	18:00	w	16	38	1.20	1.20	100	6	6	100
			Summary for 'Prefix' = MIT (2 detail records)										
				Summary				*4.00*	*3.60*		*20*	*18*	
				Average			*63 %*			*100 %*			*93 %*

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Flag	occ/vo	NTR	135	18:00	t	24	75	3.60	3.20	94	18	16	89
			Summary for 'Prefix' = NTR (1 detail record)										
				Summary				*3.60*	*3.20*		*18*	*16*	
				Average			*75 %*			*94 %*			*89 %*
Flag	occ/vo	OIS	100	17:00	m	24	92	1.47	0.87	100	22	13	59
			100	13:00	t r	24	100	1.60	1.13	71	24	17	71
			100	13:00	w	24	50	0.80	0.80	100	12	12	100
			110	11:00	t r	24	79	3.80	3.00	100	19	15	79
			130	16:00	m w	24	42	2.00	1.80	100	10	9	90
			298	17:30	t r	24	50	0.00	0.00	92	12	11	92
			Summary for 'Prefix' = OIS (6 detail records)										
				Summary				*9.67*	*7.60*		*99*	*77*	
				Average			*69 %*			*94 %*			*82 %*
Flag	occ/vo	RES	101	18:30	m	25	100	5.00	2.20	76	25	11	44
			Summary for 'Prefix' = RES (1 detail record)										
				Summary				*5.00*	*2.20*		*25*	*11*	
				Average			*100 %*			*76 %*			*44 %*
Summary for 'Division' = occ/voc (106 detail records)													
				Summary				*327.47*	*272.93*		*1781*	*1473*	
				Average			*74 %*			*92 %*			*84 %*
Summary for 'Site' = Flag (283 detail records)													
				Summary				*1114.73*	*900.20*		*5425*	*4388*	
				Average			*78 %*			*92 %*			*82 %*
GC	occ/vo	CIS	122	18:00	m w	25	32	1.07	0.67	63	8	5	63
			Summary for 'Prefix' = CIS (1 detail record)										
				Summary				*1.07*	*0.67*		*8*	*5*	
				Average			*32 %*			*63 %*			*63 %*

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Summary for 'Division' = occ/voc (1 detail record)													
				Summary				*1.07*	*0.67*		*8*	*5*	
				Average			*32 %*			*63 %*			*63 %*
Summary for 'Site' = GC (1 detail record)													
				Summary				*1.07*	*0.67*		*8*	*5*	
				Average			*32 %*			*63 %*			*63 %*
NAU	L/arts	ART	100	17:30	t	30	93	5.60	4.40	100	28	22	79
			120	17:30	t r	20	85	3.40	3.20	94	17	16	94
			Summary for 'Prefix' = ART (2 detail records)										
				Summary				*9.00*	*7.60*		*45*	*38*	
				Average			*89 %*			*97 %*			*86 %*
NAU	L/arts	DAN	160	19:30	m w	20	70	1.87	1.20	100	14	9	64
			Summary for 'Prefix' = DAN (1 detail record)										
				Summary				*1.87*	*1.20*		*14*	*9*	
				Average			*70 %*			*100 %*			*64 %*
NAU	L/arts	ENG	100X	8:00	t r	22	64	2.80	2.20	86	14	11	79
			100X	9:10	m w f	22	59	2.60	2.40	92	13	12	92
			102	18:00	t	25	104	5.20	4.20	88	26	21	81
			60X	9:35	t r	22	45	2.00	1.80	90	10	9	90
			Summary for 'Prefix' = ENG (4 detail records)										
				Summary				*12.60*	*10.60*		*63*	*53*	
				Average			*68 %*			*89 %*			*85 %*
NAU	L/arts	NAV	102	17:45	m w	25	32	2.13	1.33	88	8	5	63
			Summary for 'Prefix' = NAV (1 detail record)										
				Summary				*2.13*	*1.33*		*8*	*5*	
				Average			*32 %*			*88 %*			*63 %*

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Summary for 'Division' = L/arts (8 detail records)													
				Summary				*25.60*	*20.73*		*130*	*105*	
				Average			*69 %*			*92 %*			*80 %*
NAU	mat/sci	MAT	100X	9:10	m w f	22	50	2.20	1.80	100	11	9	82
			101X	12:40	m w f	22	77	3.40	2.80	100	17	14	82
			101X	9:35	t r	22	109	4.80	3.80	100	24	19	79
			102X	12:40	m t w r	25	80	5.33	3.20	60	20	12	60
			102X	11:30	m t w r	25	132	8.80	8.00	120	33	30	120
			102X	15:00	m t w r	25	124	8.27	8.00	100	31	30	97
			102X	8:00	m t w r	25	72	4.80	4.00	89	18	15	83
			102X	9:10	m t w r	25	76	5.07	4.53	100	19	17	89
			102X	10:20	m t w r	25	76	5.07	4.00	95	19	15	79
			102X	12:40	m t w r	25	60	4.00	3.73	100	15	14	93
			102X	18:00	t r	25	96	6.40	6.13	100	24	23	96
			102X	12:40	m t w r	25	80	5.33	2.93	65	20	11	55
			102X	16:10	m w r	25	48	3.20	2.93	100	12	11	92
			102X		m t w r	25	96	6.40	5.87	100	24	22	92
			102X	12:40	m t w r	25	88	5.87	4.53	86	22	17	77
			102X	16:10	m w r	25	104	6.93	5.60	88	26	21	81
			102X	13:50	m t w r	25	104	6.93	6.40	92	26	24	92
			102X	11:30	m t w r	25	100	6.67	6.13	96	25	23	92
			Summary for 'Prefix' = MAT (18 detail records)										
				Summary				*99.47*	*84.40*		*386*	*327*	
				Average			*87 %*			*94 %*			*86 %*
Summary for 'Division' = mat/sci (18 detail records)													
				Summary				*99.47*	*84.40*		*386*	*327*	
				Average			*87 %*			*94 %*			*86 %*
NAU	occ/vo	AES	101	17:00	t	20	45	1.20	1.20	100	9	9	100

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
NAU	occ/vo	AES	101	11:10	t	20	80	2.13	2.00	94	16	15	94
			201		tba	5	100	0.67	0.67	100	5	5	100
			201	14:20	t	5	220	1.47	1.47	100	11	11	100
Summary for 'Prefix' = AES (4 detail records)													
				Summary				*5.47*	*5.33*		*41*	*40*	
				Average			*111 %*			*98 %*			*98 %*
NAU	occ/vo	NUR	110	17:00	m	20	95	3.80	3.80	100	19	19	100
			110	17:00	t	20	90	3.60	3.60	100	18	18	100
			110	20:00	m t w r	20	50	2.00	2.00	100	10	10	100
			200	15:00	m	25	76	2.53	2.13	84	19	16	84
			221	10:00	r	30	60	2.40	2.27	94	18	17	94
			221	14:00	r	30	80	3.20	3.20	100	24	24	100
			221	8:00	r	45	67	4.00	3.73	97	30	28	93
Summary for 'Prefix' = NUR (7 detail records)													
				Summary				*21.53*	*20.73*		*138*	*132*	
				Average			*74 %*			*96 %*			*96 %*
Summary for 'Division' = occ/voc (11 detail records)													
				Summary				*27.00*	*26.07*		*179*	*172*	
				Average			*88 %*			*97 %*			*97 %*
Summary for 'Site' = NAU (37 detail records)													
				Summary				*152.07*	*131.20*		*695*	*604*	
				Average			*83 %*			*95 %*			*88 %*
Page	L/arts	ANT	102	18:30	m	35	91	6.40	4.60	100	32	23	72
Summary for 'Prefix' = ANT (1 detail record)													
				Summary				*6.40*	*4.60*		*32*	*23*	
				Average			*91 %*			*100 %*			*72 %*
Page	L/arts	ART	202	16:00	t r	20	90	3.60	2.60	100	18	13	72
			202	16:00	t r	20	90	3.60	2.60	72	18	13	72

Site	*Division*	*Prefix*	*Number*	*Time*	*Days*	*Cap*	*% Cap*	*FTSE Week 3*	*FTSE End*	*FTSE Retention*	*Enroll Wk 3*	*Enroll End*	*% Retention*
Page	L/arts	ART	298	19:00	w	15	93	1.87	1.87	100	14	14	100
			Summary for 'Prefix' = ART (3 detail records)										
				Summary				*9.07*	*7.07*		*50*	*40*	
				Average			*91 %*			*91 %*			*81 %*
Page	L/arts	ENG	101	8:00	m f	25	76	3.80	3.80	100	19	19	100
			101	19:00	r	20	75	3.00	2.00	93	15	10	67
			101	11:30	m w	20	80	3.20	2.00	80	16	10	81
			102	17:30	m w	20	75	3.00	1.80	67	15	9	60
			Summary for 'Prefix' = ENG (4 detail records)										
				Summary				*13.00*	*9.60*		*65*	*48*	
				Average			*77 %*			*85 %*			*77 %*
Page	L/arts	HIS	131	10:00	t r	25	84	4.20	3.60	95	21	18	86
			Summary for 'Prefix' = HIS (1 detail record)										
				Summary				*4.20*	*3.60*		*21*	*18*	
				Average			*84 %*			*95 %*			*86 %*
Page	L/arts	PHE	298	9:00	t	20	45	0.60	0.53	89	9	8	89
			Summary for 'Prefix' = PHE (1 detail record)										
				Summary				*0.60*	*0.53*		*9*	*8*	
				Average			*45 %*			*89 %*			*89 %*
Page	L/arts	PHI	105	17:30	t r	20	105	4.20	3.40	90	21	17	81
			201	19:00	m w	20	30	1.20	1.00	100	6	5	83
			Summary for 'Prefix' = PHI (2 detail records)										
				Summary				*5.40*	*4.40*		*27*	*22*	
				Average			*68 %*			*95 %*			*82 %*
Page	L/arts	POS	120	19:00	w	20	60	2.40	2.40	100	12	12	100
			Summary for 'Prefix' = POS (1 detail record)										
				Summary				*2.40*	*2.40*		*12*	*12*	
				Average			*60 %*			*100 %*			*100 %*

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Page	L/arts	PSY	101	19:00	t r	25	116	5.80	5.40	93	29	27	93
			205	19:00	m	20	45	1.80	1.40	89	9	7	78
			Summary for 'Prefix' = PSY (2 detail records)										
					Summary			*7.60*	*6.80*		*38*	*34*	
					Average		*81 %*			*91 %*			*85 %*
Page	L/arts	SLG	101	19:00	m	20	100	4.00	3.20	100	20	16	80
			Summary for 'Prefix' = SLG (1 detail record)										
					Summary			*4.00*	*3.20*		*20*	*16*	
					Average		*100 %*			*100 %*			*80 %*
Page	L/arts	SPA	101	17:00	m w	20	35	1.87	1.87	100	7	7	100
			Summary for 'Prefix' = SPA (1 detail record)										
					Summary			*1.87*	*1.87*		*7*	*7*	
					Average		*35 %*			*100 %*			*100 %*
Page	L/arts	THR	101	19:00	m	20	45	1.80	1.40	78	9	7	78
			Summary for 'Prefix' = THR (1 detail record)										
					Summary			*1.80*	*1.40*		*9*	*7*	
					Average		*45 %*			*78 %*			*78 %*
Summary for 'Division' = L/arts (18 detail records)													
					Summary			*56.33*	*45.47*		*290*	*235*	
					Average		*74 %*			*91 %*			*83 %*
Page	mat/sci	BIO	100	19:00	m w	20	70	3.73	2.93	86	14	11	79
			Summary for 'Prefix' = BIO (1 detail record)										
					Summary			*3.73*	*2.93*		*14*	*11*	
					Average		*70 %*			*86 %*			*79 %*
Page	mat/sci	MAT	087	17:00	m w	25	64	4.27	3.73	100	16	14	88
			121	17:00	m w	25	76	5.07	3.47	100	19	13	68

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = MAT (2 detail records)										
				Summary				9.33	7.20		35	27	
				Average			70 %			100 %			78 %
Summary for 'Division' = mat/sci (3 detail records)													
				Summary				13.07	10.13		49	38	
				Average			70 %			95 %			78 %
Page	occ/vo	ACC	101	17:30	t r	20	55	2.20	1.80	100	11	9	82
			205	19:00	r	20	20	0.80	0.80	100	4	4	100
			Summary for 'Prefix' = ACC (2 detail records)										
				Summary				3.00	2.60		15	13	
				Average			38 %			100 %			91 %
Page	occ/vo	BUS	206	19:00	m	20	55	2.20	1.80	91	11	9	82
			Summary for 'Prefix' = BUS (1 detail record)										
				Summary				2.20	1.80		11	9	
				Average			55 %			91 %			82 %
Page	occ/vo	CIS	102	17:00	m w	24	42	1.33	1.07	100	10	8	80
			115	9:00	s	24	29	0.47	0.47	100	7	7	100
			120	18:00	m w	24	79	3.80	3.80	100	19	19	100
			122	16:00	r	24	67	2.13	2.00	94	16	15	94
			123	16:00	t	24	50	1.60	1.47	92	12	11	92
			125	18:00	t r	24	42	2.00	2.00	100	10	10	100
			Summary for 'Prefix' = CIS (6 detail records)										
				Summary				11.33	10.80		74	70	
				Average			51 %			98 %			94 %
Page	occ/vo	ECN	204	19:00	w	20	50	2.00	1.40	80	10	7	70
			Summary for 'Prefix' = ECN (1 detail record)										
				Summary				2.00	1.40		10	7	
				Average			50 %			80 %			70 %

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
Page	occ/vo	FSC	105	18:00	t r	20	45	3.60	3.60	100	9	9	100
Summary for 'Prefix' = FSC (1 detail record)													
				Summary				*3.60*	*3.60*		*9*	*9*	
				Average			*45 %*			*100 %*			*100 %*
Summary for 'Division' = occ/voc (11 detail records)													
				Summary				*22.13*	*20.20*		*119*	*108*	
				Average			*48 %*			*96 %*			*91 %*
Summary for 'Site' = Page (32 detail records)													
				Summary				*91.53*	*75.80*		*458*	*381*	
				Average			*65 %*			*93 %*			*85 %*
W	L/arts	ART	298	18:00	r	25	28	0.93	0.93	100	7	7	100
Summary for 'Prefix' = ART (1 detail record)													
				Summary				*0.93*	*0.93*		*7*	*7*	
				Average			*28 %*			*100 %*			*100 %*
W	L/arts	SPA	127	16:00	t	25	28	1.40	1.40	100	7	7	100
Summary for 'Prefix' = SPA (1 detail record)													
				Summary				*1.40*	*1.40*		*7*	*7*	
				Average			*28 %*			*100 %*			*100 %*
Summary for 'Division' = L/arts (2 detail records)													
				Summary				*2.33*	*2.33*		*14*	*14*	
				Average			*28 %*			*100 %*			*100 %*
W	mat/sci	BIO	100	18:00	m w	25	44	2.93	2.67	100	11	10	91
Summary for 'Prefix' = BIO (1 detail record)													
				Summary				*2.93*	*2.67*		*11*	*10*	
				Average			*44 %*			*100 %*			*91 %*
W	mat/sci	MAT	121	17:00	t r	25	20	1.33	1.33	100	5	5	100

Site	Division	Prefix	Number	Time	Days	Cap	% Cap	FTSE Week 3	FTSE End	FTSE Retention	Enroll Wk 3	Enroll End	% Retention
			Summary for 'Prefix' = MAT (1 detail record)										
				Summary				1.33	1.33		5	5	
				Average			20 %			100 %			100 %
Summary for 'Division' = mat/sci (2 detail records)													
				Summary				4.27	4.00		16	15	
				Average			32 %			100 %			95 %
Summary for 'Site' = W (4 detail records)													
				Summary				6.60	6.33		30	29	
				Average			30 %			100 %			98 %
Grand Total			***Grand Total***					**Overall Summary**	**1368.93**		**1116.73**	***6638 5426***	
			Overall Average				77 %			92 %			83 %

APPENDIX D
YEAR-END COMMITTEE REPORTS

Name of Committee: Recruitment Committee /Steve Miller

What is the primary purpose of this committee? Plan, coordinate, and implement district wide recruitment activities to market and promote the College to help manage enrollment.

How often did this committee meet during the 98-99 academic year?
Once per month but sometimes more often than that.

What were the primary goals of this committee?

- Organize and participate in high school recruitment trips as planned by the Arizona High School/College Relations Council.
- Assist in the development of a marketing plan for the College.
- Assist in the development and design of the viewbook.
- Assist in the development and implementation of the Banner Recruitment Module.
- Send recruitment letters to county graduating high school seniors.

How many goals were accomplished?
All goals were accomplished. Following are some results of the goals.

- Goal #1. During the Fall 1998 semester, several staff/faculty participated in the high school recruitment visitation trips. New schools were added to the visitation schedule, which resulted in making nearly 3,300 contacts to potential students. This is almost triple the number of contacts made in Fall 1997.
- **Goal #2 & 3. The committee provided assistance to Linda Clark in the development and design of a marketing theme and the 1999/2000 viewbook.**
- Goal #4. A task force was created to develop the necessary codes and rules that are necessary to use the Banner Recruitment Module. The module has been set-up and will be in full use beginning Fall 1999.
- Goal #5. Over 1,400 letters were mailed to high school seniors within Coconino County.

How many goals were NOT accomplished? None

Any other accomplishments of this committee?
The Recruitment Committee provided assistance and guidance to the Admissions and Records department and other staff members in organizing and providing campus tours and other recruitment-type information-gathering meetings throughout the year. More than 10 campus tours were completed for elementary, junior high, and high school students. Other major recruitment-type information-gathering meetings included the NAU/CCC Senior Night and the Ponderosa Headstart Program.

How did the committee's work contribute to student success?
We provided the necessary organization and information to successfully recruit students and informed them of the many beneficial academic programs and support services offered at CCC.

What are the goals (if any) for this committee for 1999-2000?
Specific goals will be established early Fall 1999.

Name of committee: Information Resources Advisory Council / Marcia Ostrowski,

What is the primary purpose of this committee? To advise the program coordinator of the IRC about issues that affect IRC at each campus.

How often did this committee meet during the 98-99 academic year?
The IRC meets twice a semester. For 98-99 a total of 4 times

What were the primary goals of this committee? Identify concerns, issues that CCC students, faculty and staff have that affect the IRC.

How many goals were accomplished? All

How many goals were NOT accomplished? None

Any Other accomplishments of this committee? NA

How did the committee's work contribute to student success?
Members made recommendations that were followed out regarding materials, training, resource sharing and workshops that directly impact students. Students/faculty/staff use the resources and services that the IRC provides.

What are the goals (if any) for this committee for 1999-2000? None at this time.

Name of the Committee: Distinguished Service Award Committee / Terree Duncan

What is the primary purpose of this committee? The committee reviews the nominations submitted and selects three individuals for consideration by the President in selecting the annual recipient.

How often did the committee meet during the 98-99 academic year? One time (all that is required.)

What are the primary goals of this committee? N/A

How many goals were accomplished? N/A

How many goals were not accomplished? N/A

Any other accomplishments of this committee? N/A

How did the committee's work contribute to student success?
Recognized the contributions of individuals who support and serve the College and our students.

What are the goals (if any) for this committee for 1999-2000? N/A

Name of Committee: Career Fair Committee / Patt Sprengeler

What is the primary purpose of this committee? To develop innovative activities and events which provide career information and opportunities for CCC students and the Flagstaff community. This may be accomplished through career fairs, workshops, classroom presentations, or employer presentations.

How often did this committee meet during the 98-99 academic year? At least once a month.

What were the primary goals of this committee? Organize career fair activity.

How many goals were accomplished? All

How many goals were not accomplished? None

Any other accomplishments of this committee? None

How did the committee's work contribute to student success? Provided networking opportunities with community business employers, provided career information to CCC students.

What are the goals (if any) for this committee for 1999-2000? None identified thus far.

Name of committee: CCC Scholarship Committee / Gerry Curd

What is the primary purpose of this committee? To promote scholarships that are available to CCC students through the College, the CCC Foundation and from outside sources. It provides an application process and selection of eligible recipients for the College and CCC Foundation scholarships. A number of outside agencies have also requested the committee's assistance in the promotion of scholarships and in selecting and recommending recipients.

How often did this committee meet during the 1998-99 academic year? Scheduled to meet monthly during the academic period of August through May. During the scholarship review and selection process in April the committee usually added two additional meeting times. Before these meetings the committee members must find time to review 60-70 scholarship applications.

What were the primary goals of this committee?

- Review scholarship applications and recommend eligible recipients.
- Increase awareness of scholarship opportunities by providing more opportunities to learn about available scholarships.
- Present workshops that provide students with essential tools and that helps develop their skills in completing the scholarship application process.
- Establish an earlier timeline for scholarship application process and awarding.
- Establish written procedures for the committee process and relations with the CCC Foundation and outside agencies.

How many goals were accomplished? Most have been achieved; some are ongoing. Workshops and information presentations will be an area that is continually being refined and redesigned to meet students' needs. At present we determine student needs from observations that the committee members make in reviewing scholarship applications and from questions students ask during the workshops. The written procedures have not been finalized and will be a continued goal for next year.

How many goals were not accomplished? As already mentioned, the written procedures will be a continued goal and a continuing process for updating. The scholarship timeline has been moved up but not completed as coordination in funding or establishing financial need based on the federal application just started being downloaded. Also funds available for the 99-00 year are still being confirmed with the CCC Foundation Board.

Any other accomplishments of this committee? Involved in the initial contact, development and finalization of a $ 25,000 endowed scholarship for the Page Campus from the Navajo Scrubber Project. Committee worked with the Arizona Community Foundation to establish three new scholarships for $ 1800 each per academic year which are open to all campus locations.

How did the committee's work contribute to student success? Provided students the opportunity to receive financial assistance to help meet costs encountered while pursuing their educational goals.
The presentations/workshops helped students to establish confidence in their abilities, develop skills that can be used throughout life, and provided information on how to find other available scholarships.

What are the goals (if any) for this committee for 1999-2000? The committee has not completed these but areas that will probably be part or considered are:

- Continue to expand scholarship presentations and opportunities for available scholarships as the brochure on the web.
- Complete basic procedure for the committee process and relations with other agencies including the CCC Foundation.
- Develop a data base process for tracking and sorting scholarship applications.

Name of Committee: Awards Ceremony Committee

What is the primary purpose of this committee? To coordinate an Awards Ceremony that recognizes the achievements of students, faculty and staff at CCC.

How often did this committee meet during the 98-99 academic year? Approximately 10 times.

What were the primary goals of this committee?

- To coordinate a smooth-flowing ceremony while ensuring nominated/award-winning students, faculty & staff received appropriate recognition.
- To stay within budget constraints.
- To keep with set timeline.

How many goals were accomplished? All

How many goals were NOT accomplished? None

Any other accomplishments of this committee?

- Established criteria for the Alumnus of the Year Award (this is pending approval).
- Conducted a multi-media presentation.

How did the committee's work contribute to student success?

- Provided a venue for students to be recognized for their achievements in front of family, friends, peers, faculty, & staff.
- Created a motivator for students to excel.
- Provided closure for the year.

What are the goals (if any) for this committee for 1999-2000?

- To continue to recognize students, and to look for a better way to recognize the accomplishments of students and staff.

Name of Committee: Learning Enhancement Center Advisory Council (LECAC)

What is the primary purpose of this committee?:

- To give advice to the program coordinator regarding issues and decisions facing the LEC
- To provide a forum where constituents can raise concerns and issues
- To assess internal and external support for the program
- To inform the constituents about current program business

How often did this committee meet during the 98-99 academic year? The LEC AC met four times - 9/17 and 11/19/98 and 2/19 and 4/16/99.

What were the primary goals of this committee? The primary goals for '98-'99 were to achieve the above 4 purposes on an ongoing basis.

How many goals were accomplished?

- Kept constituents informed of LEC use trends including use numbers for tours, workshops, and student contacts by activity etc.
- Kept constituents abreast of LEC staff activities including professional development and community outreach/marketing efforts.
- Addressed issues related to disabled student access to resources and services, LEC policies and procedures, and LEC revisions of the master plan for the new campus.

How many goals were NOT accomplished? None

Any other accomplishments of this committee? Several members of the Flagstaff LEC AC (Vicki Fishco, Shawn Nittmann, Nancy Elliott) helped Renee Michelena and the Page campus set up an LEC AC for Page to help (in supporting activities in) Page. Shawn Nittmann also submitted a proposal for CCC Advisory Council Guidelines to Terree Duncan, Dean for Student Services.

How did the committee's work contribute to student success? The LEC program coordinator was able to make informed decisions regarding the issues outlined in goals accomplished above.

What are the goals (if any) for this committee for 1999-2000?

- To develop an integrated system to assess LEC service effectiveness.
- To continue to achieve the 4 purposes outlined above.

Name of Committee: Disability Resources Advisory Council

What is the primary purpose of this committee? The main purpose of this advisory council is to provide a forum, comprised of students, faculty, staff and community members who provide feedback and suggestions on issues related to CCC Disability Resources. This feedback is used to improve Disability Resources, and as a result, benefit students.

How often did this committee meet during the 98-99 academic year? We met three times: 10/8/98, 3/16/99, and 4/8/99(meetings are one hour in length).

What were the primary goals of this committee?

- To obtain student, instructor and community perspective of DR services. Suggestions were brought back to DR and acted on accordingly.
- Brainstormed on how to improve instructor and staff training.
- Lonetree CCC campus accessibility issues reviewed.

How many goals were accomplished? Three

How many goals were NOT accomplished? N/A

Any other accomplishments of this committee? A benefit from having this advisory council is members become advocates for DR. For example, one council member, who has a background in Affirmative Action and the ADA, volunteered to provide sensitivity training to faculty and staff next Spring.

How did the committee's work contribute to student success?

- Students benefit when new ideas are implemented at DR.
- Increased awareness and sensitivity of DR issues throughout CCC.
- Information obtained by council members is brought back to departments.

Name of Committee: Student Appeals

What is the primary purpose of this committee? To hear disciplinary hearings referred to the committee by the Dean for Student Services.

How often did this committee meet during this academic year? Didn't need to meet

What were the primary goals of this committee? N/A

How many of the goals were accomplished? N/A

How many of the goals were NOT accomplished? N/A

Any other accomplishments of this committee? N/A

How did the committee's work contribute to student success? N/A

What are the goals (if any) for this committee for 1999-2000? N/A

Name of Committee: Commencement Committee

What is the primary purpose of this committee? To plan and implement the annual commencement and related activities.

How often did this committee meet during this academic year? Five times. Various groups met, depending on the task (set up, food, grad information).

What were the primary goals of this committee? To make commencement memorable for CCC graduating students.

How many of the goals were accomplished? N/A

How many of the goals were NOT accomplished? N/A

Any other accomplishments of this committee? N/A

How did the committee's work contribute to student success? Held commencement to reward CCC graduating students

What are the goals (if any) for this committee for 1999-2000? Locate a bigger and better facility.

/

Name of Committee: NAU/CCC Coordinating Council

What is the primary purpose of this committee?

How often did this committee meet during this academic year?

What were the primary goals of this committee?

How many of the goals were accomplished?

How many of the goals were NOT accomplished?

Any other accomplishments of this committee?

How did the committee's work contribute to student success?

What are the goals (if any) for this committee for 1999-2000?

Name of Committee: Principal` Committee for Institutional Effectiveness (PIE)

What is the primary purpose of this committee? Oversee of assessment at CCC

How often did this committee meet during the 98-99 academic year? Every other week

What were the primary goals of this committee? Procedures for assessment must be implemented college-wide, with each department participating in the effort.

How many goals were accomplished? The main goal of implementing assessment college-wide is currently being addressed. Every department in the college has written a purpose statement that ties to the College mission statement. The membership of PIE has been evaluated and has changed to include more representation from the entire college.
The PIE committee sponsored 4 people to attend the ACT conference on assessment in May, 1999. The 4 people represented four areas of the College: faculty, Dean of Page Campus, student services, and human resources?.
Many intent to survey requests have come to the committee and have been addressed. The committee members considered each request carefully and recommended what was best for the students.
The committee researched the status of past pilot projects. Some projects have been completed, while others have been retired. (See section below for status of projects.)

How many goals were NOT accomplished?

Assessment of Student Success has not been addressed to the fullest this past year. There have been no new pilot projects proposed and several past pilot projects have never been completed.

Any other accomplishments of this committee?

This past year has seen the committee struggling to accomplish its goals. There has been a turnover of members and a new co-chair. There was frustration from the veteran members that some work done in the past was being redone such as defining the purpose of PIE. By the end of the Fall semester, the committee was back on track and the new members and co-chair were informed.

How did the committee's work contribute to student success?

The committee's purpose is to oversee the measurement of whether or not the College is attaining its mission. Therefore, the committee's work contributes to student success by encouraging assessment activities.

What are the goals (if any) for this committee for 1999-2000?

Now that each department has a purpose statement, the next step is for each department to write measurable goals that are tied to the purpose statement and to the strategic plan for the College.

Then the departments will collect data to see if these goals are attained. This information should then be used for improvement and reevaluation of the departments purpose statement and goals. PIE will provide workshops to help the departments with writing their goals.

Assessment of Student Success must be expanded during the 1999-2000 year. PIE will continue to encourage assessment activities and evaluate new pilot projects.

PIE will continue to sponsor individuals to attend conferences that discuss assessment.